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ABSTRACT

The goals and methods of a longitudinal study of language development of eight Korean-English bilingual children are reported. The children were ages 4-8 at the beginning of the study. The goals of the study were (1) to document and analyze the development of English in natural communicative contexts, (2) to study the pattern of language shift from Korean to English, (3) to examine the effects of age and sibling order on English development, (4) to study the relation between the subjects' interpersonal oral language ability in natural settings and their comprehension of school tasks, and (5) to provide information for improving language instruction. The study calls for monthly observations of the children for three years at school and at home. The methodological features of the study and the structural characteristics of some selected linguistic features of Korean and English are described. General language characteristics across subjects are detailed, including the amount of speech and the frequency of speech turns in each language and the length of utterance. The language samples of each subject are analyzed in terms of the various levels of linguistic structures. (RW)

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BASELINE REPORT FOR THE KOREAN-ENGLISH LONGITUDINAL STUDY

Kenneth Kong-On Kim
and
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October, 1982 05-82

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ABSTRACT

The National Center for Bilingual Research is conducting a longitudinal study of the language development of eight school-age Korean-English bilingual children. The purpose of the study is to investigate the nature of bilingual competence and its development in naturalistic contexts, at school and at home.

This report describes the goals and methods of the study and provides a profile of the language abilities of the participating children at the beginning of the study. The report will serve as an introduction to the study for readers outside the NCBR, and as a reference source for NCBR researchers.

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BASELINE REPORT FOR THE KOREAN-ENGLISH LONGITUDINAL STUDY

I. INTRODUCTION

1. Overview

The NCBR's Longitudinal Studies of Language Development in Bilingual Contexts examine the dynamic process of language acquisition over time in bilingual children, children whose language experience differentiates them from children who know only the monolingual English experience presumed by most schooling in the United States. Language functions uniquely in education as both the medium through which most skills are taught and learned, and as a set of skills which are themselves continuously refined throughout the educational experience. This dual role for language in education makes an understanding of language development particularly relevant to providing quality education for bilingual children. Language does not just happen; it develops through use in communication across extended periods of time. Similarly, languages develop in children across a variety of time patterns, a development most easily studied by longitudinal observation.

Language in its daily communication contexts is extremely important to the developing child, and forms the core data for this study. We view the bilingual child as being exposed to a diverse set of linguistic and cultural experiences in the course of his or her upbringing, and we include those experiences as essential to our research. With early exposure to two languages and cultures, ways of speaking and behaving, it is reasonable to assume that the different sociocultural dynamics of the school and home will provide distinct language learning contexts in which other cognitive abilities are developed. We are not so interested in describing any one child at a single point in time as we are in following each child's progress through the early years of schooling and observing the learning events, both formal and informal, through which the child develops. By studying these development processes which are the bases of learning, we seek to better understand the acquisition and development of

cognitive, linguistic, and sociolinguistic abilities in bilingual contexts.

The longitudinal studies are discussed in this report for children whose home language is Korean, and in a companion report for children whose home language is Spanish. Placement of these studies was initiated in December of 1980; data collection is scheduled to continue through November of 1983, with the following year devoted to the conclusion of the reporting and analysis of the data.

2. Longitudinal Design

The Longitudinal Studies are designed specifically to explore the processes of language development. Inferences related to process must derive either from repeated observations of the same children over time, i.e., longitudinal investigation, or they must derive from observations of different children who are at successive stages of development, i.e., cross-sectional investigation. Cross-sectional studies of first language development have been highly informative, largely because of the close relationship found in most studies between chronological age and language development. However, for studying second language development, a cross-sectional design becomes complex as the relationship between age and language development is confounded by a variety of environmental factors, including length and intensity of exposure to the second language.

In this study, we consider individual children across time, so that change within children can be seen directly and need not be inferred from differences in language development across children whose contact with a second language also differs in length or intensity, for whatever reason. The longitudinal design also allows us to investigate relationships between language development, cognitive development, and patterns of social interaction. We have included in this study children who are initiating the process of second language development at different ages and different stages of cognitive and social development. The children in the study have exposure to the second

language through differing communicative and social relationships; of particular interest to us will be communication with parents, siblings, peers, and teachers, as we expect it will be these daily interactants in the children's lives that will most influence their learning.

Both the Korean-English and the Spanish-English studies have been designed longitudinally, with monthly observations in two contexts, home and school, continuing over a three year period. Sessions include tape recordings of the focal children and fieldworker notes of the scene. The children wear a small tape recorder on a webbed belt around the waist, with lavaliere microphones attached to their clothing. On each home visit, the fieldworker takes a board game or other toy to reward the children directly for their participation. The games also serve to provide a stimulus for naturalistic sibling interaction. Both the children and the parents are receptive to fieldworker visits, the children for the extra adult attention, and the parents because the study is school-sanctioned and the visiting researcher is seen as involving the children in school-like activities.

Selected for the study were children who were at ages four, six, or eight years at the beginning of the study. Some of the children had had contact with English prior to entering school; some had not. The parents of some of the children speak English to one degree or another; the parents of others do not.

Our increased ability to relate language development to language instruction as a result of these longitudinal studies will be one practical outcome of this study. In addition to the substantive increment in scientific knowledge with regard to language acquisition, we hope to contribute to the available technology in the measurement of language development. These studies, the data bases they accumulate, and the analyses they support will greatly enhance our knowledge of the development of language and communication abilities in young children, in particular the special characteristics of language development in bilingual contexts.

3. Goals of the Study

The first goal of the study is to document and analyze the development of English in our participants as observed in natural communicative contexts. Since the children in our study are from recent immigrant families, the language of the home is almost exclusively Korean. At school, however, the children are taught exclusively or almost exclusively in English, depending upon whether or not the teacher is a monolingual English-speaker. Further, there are many Korean-English bilingual peers as well as bilingual or monolingual English-speaking teacher's aides. We will closely follow the progress in English ability of our subjects in these very natural bilingual contexts. Special attention will be directed to the similarities and differences between first and second language learning.

The second goal is to study the pattern of language shift in individual subjects from Korean to English. We expect to be able to observe a gradual shift from Korean to English during the course of the study, at least in some restricted speech environments such as in the classroom or between bilingual peers who can communicate in English. We will examine the relationship between the rate of shift and language use attitude, and attempt to characterize the linguistic characteristics of the shift. We will also examine any change in abilities in the subjects' first language.

The third goal is to examine the effects of age and sibling order on the development of English. The children participating in the study were selected so that a pair of siblings from one family includes a preschool child and a first grader, and another pair from a second family includes a first grader and a third grader at the beginning of the study. Two additional pairs of siblings with the same age intervals were selected from the second site.

The fourth goal is to study the relation between the subjects' interpersonal oral language ability as observed in the natural contexts and their comprehension, particularly of communication related to

school tasks. The object here is to study the basis of the general impression that some children with highly limited ability to express themselves in English manage to follow a great part of the classroom instruction conducted in English.

The final goal of the study is to provide information for improving language instruction at school and for helping young bilinguals maintain or develop their bilingual abilities at home and/or school. Although we do not intend to investigate effects of particular teaching materials or methods in any direct manner, the results of the study addressing the above goals will be extremely useful for improvement in various areas of bilingual education, such as development of instructional materials, planning of classroom activities, and assessment of language ability.

II. SUBJECTS AND THEIR LANGUAGE LEARNING ENVIRONMENTS

We have selected two research sites, one in the Korea Town area of Los Angeles, a well established and still growing ethnic community, and the other in a suburb in southern Los Angeles County, where groups of Korean residents live in apartments scattered around the predominantly middle income residential area. In placing our study, we might well have selected suburban families from areas where the families are well isolated from other Korean families in order to maximize the distinction between the urban ethnic community and the suburban community as language learning environments. It was extremely difficult to find such families, however, because of other constraints imposed on the design. For example, most suburban Korean families that are isolated from other Koreans have been living in this country long enough so that the children are already fluent in English. Furthermore, there are very few new immigrant families in such suburban areas who also happen to have the sibling pairs with the age intervals necessary for our design. We feel that the differences between the two site communities as described in this report allow us a reasonably broad perspective in which we can gain insights into any differential effects possibly caused by the two different types of social environments.

From each site community we selected two recent immigrant families, each having a pair of siblings in accordance with the criteria for subject selection. The socioeconomic background is comparable across the four families in spite of the general socioeconomic and demographic differences between the two sites. Since all four families came to the United States recently (approximately June, 1980), the English language proficiency of the subject children and the language use pattern in the family are also comparable across families. The length of three years for data collection is, therefore, expected to provide a reasonable time depth to cover a wide range of language development within the subject children.

Table 1 below presents personal information about the children participating in the study. The names of the subjects are all pseudonyms.

Table 1. Participating Subjects

Site	Family	Subject	Sex	Birth Date	Arrival in U.S.	Class
L.A.	1	Jung Am (JA)	M	9-11-71	June 1980	Bilingual
L.A.	1	Ah Nyu (AN)	F	3-16-74	June 1980	Bilingual
L.A.	2	Chang Gyu (CG)	M	3-14-74	Nov. 1980	Bilingual
L.A.	2	Young Ja (YJ)	F	3-10-76	Nov. 1980	Not in school
Suburb	1	Sun Eun (SE)	F	8-28-71	June 1980	Bilingual
Suburb	1	Sun Mi (SM)	F	12-12-73	June 1980	Bilingual
Suburb	2	Key Hi (KH)	F	2-9-74	June 1980	Bilingual
Suburb	2	Jin Ho (JH)	M	9-7-76	June 1980	Not in school

1. Los Angeles Korea Town Site

1.1 Community

The school and families are located within the boundary of the area of Los Angeles known as Korea Town. According to a survey conducted in 1977 (Lee and Wagatsuma, 1978), the school is located in one of the areas in Los Angeles with the heaviest concentration of Korean residents. There are many multiunit apartment buildings and old deteriorating single-family residential houses around the school, and busy streets with many commercial buildings. Many small Korean retail shops and professional service offices are located here as well. In 1980 there were 13 Korean churches in this area. There are no public parks or playground facilities within a half-mile radius. The Korean residents in the Korea Town area are mostly recent immigrants with less than two or three years' residence in the United States. (See Kim, Lee, & Kim, 1981 for further demographic characteristics of Korea Town).

1.2 School and School Programs

The school had a total enrollment of slightly over 1,000 students in June, 1981. Of this total, about 45% are Korean, 30% Mexican-American, 1% other Asian, and the rest are Anglo or Black students, with the majority Black. There were 8 Korean/English bilingual teachers, including two bilingual coordinators; 10 Korean/English bilingual teacher's aides; 7 Spanish/English bilingual teachers; and 6 Spanish/English bilingual teacher's aides. This school began to function as a year-round school in July, 1981.

The students whose home language is other than English are tested upon entry to the school, as required by law, to determine their English proficiency using the Basic Inventory of Natural Language (BINL). Children who are classified as level 1 or lower according to the test results are placed in the bilingual program, which can be characterized as a transitional bilingual program. Most of the instruction in the bilingual classroom is conducted in English and the teacher uses Korean only when necessary. Normally, a Korean/English bilingual teacher has a monolingual English-speaking teacher's aide (TA hereafter), whose main responsibility is to help the non-English-speaking (NES) and limited-English-speaking (LES) students when the other students are working with the teacher. A monolingual English-speaking teacher who has Korean students usually has a Korean-speaking TA to help the Korean students. A bilingual class usually has four or five monolingual English-speaking students.

1.3 Subject Families and Children

When the negotiation with the school was completed in March, 1981, we identified two subject families with the help of the bilingual education coordinator and two Korean-English bilingual teachers. After telephone appointments, two NCBR bilingual researchers visited Family 1 in mid-April to obtain written permission from the parents and also to obtain information about the family members, their immigration history, the focal children and their language use in the home, etc., which is presented in the following section. The second family that had

expressed a willingness to participate in the study changed their mind at the last moment, saying that they planned to move out of the Los Angeles Unified School District. This delayed the contact with the second family until late May. Once the second family was selected, the same kind of information was gathered from Family 2 during the first visit to the family, which was made in early June.

1.3.1 Family 1 (1st and 3rd grade children)

This family immigrated to the United States in June, 1980. The father of the children is presently employed as a painter for a Korean-owned building maintenance company. The mother was formerly employed as a seamstress at a Korean-owned garment factory, but she was forced to quit her job for health reasons. The family lives in an apartment a few blocks from the school. There are 16 families in the same apartment building; 10 are Korean and the rest are either of Mexican ethnicity or Black. There are other Korean children in the same building and also in the neighboring apartments.

The parents have high educational aspirations for their two children, a nine year old boy and a seven year old girl. At home the family speaks Korean exclusively; and the parents have not noticed any significant change in the children's use of Korean at home since they moved to this country. After school, the children spend much of the afternoon playing with the Korean-speaking children in the same apartment building or neighborhood apartments.

(1) JA (3rd grade child). JA was born in Korea in September, 1971. He attended the third grade for three months before the family moved to the United States. The parents describe JA as a gentle, obedient, and moderately verbal child. JA's parents and teacher recognized his artistic talent in his first year at school. He was tutored privately by a professional art instructor and he demonstrated his artistic talent by winning awards in various art competitions. He also demonstrated leadership ability by being elected a leader of the class ('banjang'), which is a very prestigeous position in Korean

schools, normally accorded to students who are academically excellent and popular among their classmates.

JA's parents think that his Korean language proficiency may be above average for his age, judging from his high scores in language-related subjects in Korea such as reading and composition.

During JA's first three months in the United States from arrival until he began to go to school in September 1980, his contact with English-speaking people was extremely limited. His playmates were all Korean-speaking. In the home, JA's most common speech partner is his mother, who always uses Korean and does not understand nor speak English. She can read English, however, if it is easy, with the aid of a Korean-English dictionary.

When school started, JA's parents requested that he be placed in the third grade instead of the fourth, because he had been in the third grade for only three months in Korea. JA was placed in a third-grade Korean bilingual class, where he received special attention, along with other NES/LES students, from a Korean/English bilingual teacher and a monolingual English-speaking TA.

The class had a total enrollment of 27 students, including four English-speaking non-Korean students. A typical class schedule was as follows:

8:30	to	8:35	Roll call, flag salute, etc.
8:35	to	9:30	Reading
9:30	to	9:50	Morning recess
9:50	to	11:30	Language arts
11:30	to	12:10	Lunch recess
12:10	to	1:30	Math or other subjects
1:30	to	2:10	Physical Education (P.E.), games, etc.
2:10			Dismissal

For the reading and language arts classes the students were usually divided into two groups, slow (NES and LES groups) and advanced LES group, depending upon the complexity of the lesson. The different groups were assigned different textbooks and workbooks. For example, JA's group, the slow group, used a reader and accompanying workbook which are normally used in the first semester of the second grade.

Usually, the NES/LES groups worked with the TA while the teacher worked with the advanced group. The teacher, who was fluent in Korean and English, hardly used Korean with the advanced group; she used considerably more Korean with the NES/LES group. For mathematics, the class was divided less frequently into groups. Instead, the teacher tended to use more Korean, often repeating in Korean what she had presented in English.

In general, the students were well disciplined and most of them were very attentive when the teacher gave instructions to the class as a whole. Speech interactions between the teacher and students were relatively infrequent on such occasions. During seat work and group activities, very lively interactions took place between the teacher or TA and the students, as well as among the students themselves, on both study-related and other topics.

(2) AN (1st grade child). AN had attended the first grade for three months before the family moved to the United States. AN is not as verbal as her brother, JA. Her mother thinks that, compared to JA, AN is rather slow in acquiring English. AN has a few Korean friends in the same apartment building. According to her mother, AN uses Korean exclusively with her neighborhood friends as well as with family members. The mother thinks that AN's Korean is as good as that of any Korean girl of the same age. Sometimes AN brings story books from school and reads them at home. Although she has learned how to sound out simple English words, she often does not understand the meaning of what she reads. She asks her mother or brother for help on such

occasions. Usually AN gets appropriate help since her mother can read English consulting a dictionary.

In the Korea Town school, AN was assigned to a bilingual first grade class with a Korean/English bilingual teacher and an English-speaking non-Korean TA. AN's class had an enrollment of 32 students, including four monolingual English-speaking children. A typical day's schedule, which began at 7:50 in the morning, consisted of the following:

7:50	to	8:00	Roll call, flag salute, etc.
8:00	to	9:00	Reading
9:00	to	9:30	Language arts
9:30	to	9:50	Recess
9:50	to	10:50	Math
10:50	to	11:15	P.E.
11:15	to	11:45	Music, dance, social activities, etc.
11:45	to	11:50	Cleaning up and dismissal

Normally, the students were divided into three groups for the reading lesson--a NES group of 5 students, a LES group of four students, and an advanced group. The three groups used different learning materials and, accordingly, the learning activities were different from group to group. The English-speaking TA usually helped the NES or LES group. AN belonged to the LES group at the beginning of our study.

The Korean/English bilingual teacher used English most of the time when she taught the class as a whole. On such occasions, students were mostly listening, as in JA's class, except when responding to questions. When the class was divided into groups, there was an almost constant speech interaction among the students as well as between the teacher or TA and the students. The teacher often used Korean when she worked with the NES and LES groups.

In general, the first grade students seemed to use more Korean in the classroom than the third graders. Even students from the advanced group depended heavily upon Korean except when they talked to English-speaking non-Korean peers or to the TA. Questions to the teacher often contained language mixing, typically with English words inserted in a Korean sentence.

1.3.2 Family 2 (pre-K and 1st grade children)

The second family in Los Angeles Korea Town has three children, a seven year old boy, a five year old girl, and a four year old boy. The two older children participate in our study.

The father of the children, who was a minister of a Christian church in Korea, came to the United States nearly one and a half years ago to serve as a pastor of a Korean ethnic church in Los Angeles Korea Town. Other family members followed him about half a year later in November, 1980. This family now lives in an apartment about one and a half miles from the school. Of the 16 families living in the same building, 14 are Korean.

Both parents are college graduates and are very concerned about their children's education. Although they are living out of the service area of the site school, they have chosen this school because it offers a Korean/English bilingual program. The father transports the seven-year-old child to and from the school every day. The two subject children and the youngest child are cared for by the mother during the after-school hours. According to the mother, the Korean language proficiency of her two older children is normal for their age and the youngest child's may be slightly above average for his age.

(1) CG (1st grade child). CG was born in March, 1974. Since there is no playground or yard near the apartment, he spends most of his time after school inside the apartment, playing with his younger sister and brother. The children keep their bike, tricycle, and other

toys inside the large living room, and even ride them there. They go out only on occasion to the asphalt-paved parking lot of a neighborhood church to ride their bicycles. Since the apartment only recently began to accept families with children, there are only two other children in the building, both of whom are friends of the younger children but are too young for CG. Although the father speaks and understands some English, the mother does not. The home language is Korean exclusively.

When CG started school in November, 1980, he was classified as NES and placed in the same class as AN, the younger sibling of family 1. The activities of the NES group during the reading class are mainly devoted to reading readiness training. This group spends much of the school day with the English-speaking TA. The teacher visited this group regularly to teach a new lesson or to check whether the TA's instructions had been correctly received. The teacher used much more Korean when she worked with this group.

(2) YJ (pre-K child). According to the mother, YJ's Korean is as good as CG's in pronunciation, vocabulary, and grammar. YJ uses honorifics correctly. Since her exposure to English had been even more limited than CG's, she remained virtually NES when we first saw her more than half a year after her arrival in the United States.

2. Los Angeles Suburban Site

2.1 Community

The second Korean study site is located in southern Los Angeles County, on the north side of the countyline dividing Los Angeles County and Orange County. In the past few years, the number of Korean residents in this area has increased rapidly due to the suburbanizing trend of the Korean population in the Los Angeles area. Unlike the Koreans in Korea Town, however, the Korean residents in this area are quite dispersed and the few areas with a relatively heavy concentration of Korean residents are hardly large enough to be called a Korean ethnic community. The Korean residents in this area have to shop in English-speaking stores, deal with English-speaking apartment managers

and landlords, and work at a job where only English is spoken. Like many other suburban communities, there are public park facilities nearby, where the young Korean children can have frequent contacts with their English-speaking peers. This area may be characterized as a middle or lower-middle income residential area.

2.2 School and School Programs

The school selected for the Korean study is the only school in the southern Los Angeles County with a full-fledged bilingual program. Of the total enrollment of about 450 students, there were 115 Korean students (25.5%) in June, 1981. Due to a sudden increase in Korean students, the school started a bilingual program in September, 1980. There are two Korean/English bilingual teachers, one bilingual coordinator, and two Korean/English bilingual TA's.

The bilingual program in this school is a transitional bilingual program which is heavily English-oriented. All school subjects are taught in English, and Korean is used only when necessary to help NES or severely LES students. On enrollment, the students whose home language is other than English, are given the Language Assessment Scales (LAS) to determine their proficiency in English.

2.3 Subject Families and Children

After obtaining a verbal permit from both families in early March, we began to taperecord the children in the classroom from late March. The following information about the family and the subject children was obtained during the first home visit in mid-April, 1981.

2.3.1 Family 1 (1st and 3rd grade children)

This family moved to the United States in June, 1980. The family members include the parents and two girls, both of whom are participating in our study. Both parents are college graduates. The father is currently employed as a machinist at an American aircraft company, and the mother stays home to take care of the children. This family lives in a 264-unit apartment complex about a mile from the

school. Of the 264 apartments, 128 are occupied by Korean tenants. In the middle of the complex, there is a small playground. This playground is always crowded with many Korean- and English-speaking children during the after-school hours. It is not uncommon to hear children, apparently from Korean families, speak fluent English at play.

The father of our subject children in this family speaks limited English and the mother's English is even more limited. At home, the parents speak Korean exclusively. The mother reports that recently her children, particularly the older one, have began to occasionally use English.

(1) SE (3rd grade child). SE was born in August, 1971. Like the third grade subject in the Los Angeles site, she had attended the third grade for three months in Korea before her family moved here. In September, 1980, she was placed in a second and third grade combination bilingual class. As of June, 1981, she was doing 2nd grade work in English reading and language arts, and normal 3rd grade work in math and spelling. The teacher reported that SE has been making excellent progress in English as well as in all other subjects.

In the second and third grade combination class, there were 29 NES or LES Korean students, 15 girls and 14 boys. The typical daily schedule was as follows:

8:30	to	8:35	Roll call, flag salute, etc.
8:35	to	9:20	Reading
9:20	to	9:30	Recess
9:30			10 late birds arrive.
9:30	to	10:30	Language arts
10:30	to	10:40	Recess
10:40	to	11:30	Math
11:30	to	12:20	Lunch recess

12:20	to	1:00	Math
1:00	to	1:35	P.E.
1:35			Early birds leave.
1:35	to	2:30	Reading

In reading and language arts classes in the morning, normally two TA's, one Korean/English bilingual and another monolingual English-speaking, worked with the beginning readers, while the teacher worked with the intermediate readers and the "late birds," who were independent readers. SE was among the late birds. The teacher used English most of the time during the classroom instruction.

(2) SM (1st grade child). SM was born in December, 1973. SM had been in the first grade for three months in Korea before the family moved to the United States. Like her older sister, SM was classified as NES at the beginning of the first grade, and placed in the kindergarten and first grade combination class. The school records show that SM, although still classified as LES, was doing grade-appropriate work in English reading, spelling, and language arts, and was doing better than average in math. Her primary speech partners at home are her sister and mother, and Korean is spoken almost exclusively.

The kindergarten and first grade combination class had 14 kindergarteners, including four monolingual English-speaking and ten Korean LES students, and 17 first graders, including four monolingual English speaking, 12 Korean LES and 1 NES Korean student. Two TA's, one English monolingual and another Korean/English bilingual, helped the teacher. The kindergarteners arrived at 8:30 and left at 11:30, and the first graders came one hour later, at 9:30, and left at 2:30 p.m. The monolingual English TA usually worked with the

kindergarteners. The daily routine of the class usually included the following:

8:30	to	9:20	Kindergarten activities
9:30	to	10:30	Math. First graders arrive.
10:30	to	10:40	Recess
10:40	to	11:30	Language arts
11:30	to	12:20	Lunch recess. Kindergarteners leave.
12:20	to	12:50	Sharing
12:50	to	1:40	Reading
1:40	to	1:50	Recess
1:50	to	2:10	Reading
2:10	to	2:30	P.E., games, etc.
2:30			Dismissal

The Korean-English bilingual teacher was fluent in both languages, but hardly used Korean in the class. In one 1 1/2 hour recording session, the 74 recorded turns taken by the teacher were all in English.

2.3.2 Family 2 (pre-K and 1st grade children)

This family came to the United States in June, 1980, a few days later than SE's family discussed in the preceding section. The four family members consist of the parents, a girl in the first grade and a boy who will be entering the kindergarten class in September, 1981. This family lives in the same apartment complex as SE's family. The father is in the middle of a purchase transaction for a small drycleaning plant, and the mother is employed as a nurse's aide at a local hospital.

(1) KH (1st grade child). KH was born in Korea in February, 1974. She is highly sociable and expressive; she appears to be quite

aggressive in learning English; she often tries to speak English even with classmates who are not likely to understand. Unlike SM, KH uses English when communicating with the teacher, although she often fails to make herself understood. KH was in the same kindergarten and first grade combination class as SM. The teacher says that the two girls are quite comparable as far as school progress is concerned.

(2) JH (pre-K). JH was born in September, 1976. He will be entering Kindergarten in September, 1981. As of July, 1981, JH had been attending a neighborhood nursery school for about two months. Of the eight children participating in our study, JH is the only one who has not yet acquired the Korean honorific system. Thus, although he is quite fluent in Korean, his Korean can still be characterized as 'baby talk.' His Korean vocabulary seems to be quite limited, and he uses very short and simple sentence structures. He has learned some English words, such as 'banana,' 'witch,' 'yeah,' 'nope,' 'maybe,' 'hi,' 'beach,' 'Korean,' 'bus,' etc. He pronounces most of these words with a heavy Korean accent and produces few English utterances of phrasal or sentence length.

III. OUTLINE OF STUDY DESIGN AND LANGUAGE PROFILES OF SUBJECTS

1. Introduction

In this part we will review briefly the design of the study, and then present the natural language samples of the subjects, which were collected in the initial phase of data collection. The data presented here will help us to understand the level of English and Korean language proficiency of the subjects at the beginning of the study, and also to see whether there are any methodological considerations that we might need to incorporate into the study. The analysis is rather sketchy, but the data examined will provide some insight into how analyses will be organized in the future. In this report, we do not include discourse analysis, largely because of the limitations of the data in this respect.

It should be noted, however, that the subjects, except for the two preschool children, had been exposed to English for a few months prior to the recording session, and the limited amount of speech collected during one session might not be sufficient to show the range of linguistic structures that the subjects had already learned. Also, the high degree of variation expected of such naturalistic data collected in the situation free of any type of control of variables would make it difficult to make any reliable judgment on the variable data collected during one session.

In sections 2 and 3, below, we present the methodology of the study and the structural characteristics of some selected linguistic features of Korean and English. In section 4, we compare general language characteristics across subjects, including the amount of speech in the frequency of speech turns in each language and the length of utterances as a rough measure of syntactic development, across subjects. In section 5, we analyze the language samples of each subject in terms of the various levels of linguistic structures, and present a characterization of the individual subjects.

2. Method

Since the procedures of data collection, transcription and editing are to be detailed in a separate document, this section will briefly describe the procedures to orient the reader to the study.

2.1 Subjects

The study is oriented around two neighborhood or school-based groups of children living in the Los Angeles area. All the subjects had been living in the United States for less than six months at the beginning of our negotiations with the families. An earlier study of the Korean community (Kim, Lee & Kim, 1980) indicates that there are considerable differences between the Korean community in central Los Angeles, and the community residing in a suburb in Orange County, to the south of Los Angeles. The urban Los Angeles community is a very dense, relatively recently immigrated population, while the suburban community is a more diffuse and relatively assimilated population.

Two families were selected from each area, each family with a sibling pair. At the start of the study the children in one sibling pair were in the first grade and in the third grade. In the other sibling pair, the older child was a first grader and the younger one would be eligible to start kindergarten in the fall of 1981. The result of this grade distribution is that during the course of the study two of the participating children will be followed from preschool through first grade, four children from first to third grade, and another two from third to fifth grade. The grade progression of the children in each site is shown in Table 2.

Table 2. Grade Progression of the Subjects

Family	Sibling order	Year 1	Year 2	Year 3
Family 1	1	3rd	4th	5th
	2	1st	2nd	3rd
Family 2	1	1st	2nd	3rd
	2	Pre-K	K	1st

2.2 Data Collection

2.2.1 Naturalistic contexts

The study calls for monthly observations of the participating children for three years in two contexts, at school and at home. In the school, the subjects wear a palm-size stereo cassette tape-recorder on a webbed belt around the waist with a lavaliere microphone attached to their shirt or blouse. They are tape-recorded for 60 to 90 minutes while they are engaged in various routine classroom activities. Sometimes the subjects are tape-recorded during recess or lunch. There is minimum of preplanning concerning the subject matter taught in the class, type of activity, speech partners with whom the subjects interact, etc. Once tape-recording starts, the observer retreats to an inconspicuous corner of the classroom near the subjects, takes notes of the activities going on around the subject, and changes the sides of the cassette tape when necessary. Thus, the recordings may be considered to represent natural speech in the given context among the subjects, other children, teacher, and teacher's aide who happen to be within the range of tape-recording. The busy atmosphere of the normal classroom, where the children are consciously or unconsciously pressed to talk and their attention moves rapidly from one happening to another, distracts the subjects from the fact that they are being recorded.

It was originally planned that data collection in the home would also be in naturalistic contexts. This plan had to be modified for a number of reasons. Unlike other first language acquisiton studies with much younger subjects, our older subjects simply could not ignore the presence of the observer nor the microphones hanging on the clothing in the relatively uncrowded and quiet home environment. The situation did not improve even when a considerable degree of rapport was established between the observer and the family members. Thus, it was decided early in the study that the observer would play a more active role of observer-participant in games and other spontaneous conversations with the children. Since the language that the children used in the home

was exclusively Korean without any sign of observable deterioration in the near future, home visits were used to administer tests and to perform semistructured tasks such as story telling about pictures. Home visits have also been used for directed conversation with parents to collect information about the family and the children's use of language at home.

2.2.2 Structured elicitation and tests

Although the naturalistic speech data will constitute the major part of the corpus, we also collect supportive data about the linguistic and cognitive ability and styles of the subjects by means of various tests and structured tasks. The purpose of the structured elicitation is two-fold: 1) To enrich the speech data by collecting data in the manner prescribed by the specific tests and measures; and 2) to examine whether the tests or measures are performing the functions that they are supposed to with regard to bilingual but limited-English-speaking children. Following is a list of tests and measures to be used in the study (as the subjects make progress in various linguistic and cognitive skills, additional tests and measures deemed to be appropriate at the particular times will be added).

Linguistic tests and measures:

1. Goldman-Fristoe Articulation Test
2. Peabody Picture Vocabulary Test
3. Basic Inventory of Natural Language
4. Bilingual Syntax Measure
5. Sets of sequence picture cards developed by Development Learning Materials
6. Sentence immitation and comprehension tests

Psychological Tests:

1. Cartoon Conservation Scales
2. Wechsler's Intelligence Scale for Children (Revised)

3. Embedded Figure Test

4. Draw a Person

2.2.3 Transcription of the data

Recorded tapes obtained from sessions in the school and home are duplicated, the masters archived, and the copies used for transcription by a Korean-English bilingual transcriber on the Koronix English-Korean bilingual CRT. Each transcribed text is edited, preferably by the collector of the data, against the audio tape for incorrect identification of the speech participants, transcriptional errors and omissions, and to add further information on situational contexts which were either not accessible to the transcriber or difficult to transcribe from the taped record.

2.3 Data Analysis

The method of analysis of the naturalistic data is in many respects similar to that of previous language acquistion studies. Both Korean and English speech data are examined by means of some global length measures, specifically Mean Length of Utterance (Brown, 1973) and T-unit length (Hunt, 1965), in an effort to find an appropriate measure on the basis of which the developmental process of our second language learning can be described. Other aspects of the data to be studied include the development of some selected grammatical morphemes (cf. Brown, 1973; Dulay & Burt, 1974; Bailey, Madden & Krashen, 1974; Cancino, Rosansky & Schumann, 1975; Hakuta, 1976); structures associated with the modality of simple sentences such as negation, question, and imperative (Milon, 1974; Ravem, 1968 & 1974; Cazden, Cancino, Rosansky & Schumann, 1975; Padilla & Lindholm, 1982), and complex sentence structures with a coordinate or subordinate clause (Hakuta, de Villiers & Tager-Flusberg, 1982); various discourse skills and conversational strategies (Ervin-Tripp, 1976; Halliday & Hasan, 1976; Hatch, 1978; Allwright, 1980); language mixing (Lindholm & Padilla, 1978; Redlinger & Park, 1980); and effects of personal attributes such as attitude, motivation (Chihara & Oller, 1978) and

learning style (Olmstead-Gary, 1978). Since the above topics have been already dealt with to a varying degree in experimental studies of young English monolinguals and learners of English as a second language, the common framework of analysis will provide us with opportunities to compare our study with other studies on first and second language acquisition.

On every level of analysis, special attention will be directed to the effects of our subjects' knowledge of Korean on learning of English. In spite of the common impression that the structural differences and similarities between Korean and English interfere or facilitate learning of English as a second language, there has been no empirical study on the extent of the effects, particularly beyond the phonological level. We expect that differences between native English-speakers and Korean-speaking learners of English, if any, in the order of acquisition of grammatical morphemes and other high level structures derive from systematic differences in language structures between the two languages. We also believe that error patterns of various syntactic and semantic structures are closely tied to the linguistic differences between the two languages. To accommodate this methodological interest, we will accordingly modify the analytic tools that we borrow from the research on first language acquisition.

As for the Korean speech data, two general questions come to mind: First, what is the relationship between the change in language preference and the ability in Korean of the subjects; and second, if any change or tendency of change in Korean proficiency can be identified, what are the linguistic characteristics of the change? It may seem rather unreasonable to expect our data to reveal an answer to the first question. However, it is possible to examine the relationship between the rate of language change, most likely language decay, and language preference on an individual basis, since language preference can be quantified, for example, in terms of the proportion of two languages used in the school, and the rate can also be quantified, for example, in terms of change across time in performance on certain appropriate grammatical or semantic structures, which are

highly sensitive indicators of proficiency in Korean. At this time, the most promising structures for this purpose seem to be noun endings, including case-marking and postpositional endings, and the honorifics system, which will be discussed in section 3.

Language mixing is another area of interest. We expect that language mixing proceeds in a gradual and systematic manner, perhaps reflecting the gradual progress in English proficiency. We will attempt to identify regular patterns of language mixing which can be characterized in terms of the structures of the units being mixed of the two languages. We will also examine the effects of interactional and contextual factors such as types of topics, speech partners in the language mixing behavior, etc.

3. Highlights of Linguistic Structures of English and Korean

In this section, we present some selected linguistic features of Korean which contrast with the structures of equivalent linguistic categories in English. The presence of this section should not be construed as indicating that the theoretical framework of this study is based on contrastive analysis. This section is presented simply to provide information which is essential to a better understanding of the extent to which contrastive analysis (Fries, 1945 & 1972), the creative construction hypothesis (Dulay & Burt, 1974), and the interlanguage hypothesis (Selinker, Swain & Dumas, 1975) can explain the data collected in our longitudinal study. As for the theoretical framework of this study, we are more interested in bringing the different theories into a larger and coherent picture of second language acquisition on the basis of longitudinal data rather than working within a specific theory which might restrict and bias our entire course of study.

3.1. Phonological Stuctures

3.1.1 Individual sounds

Korean has nineteen consonants, eight vowels, and two semivowels. The Korean speech sounds are displayed in Tables 3 and 4

according to the phonetic characteristics of the sounds. English speech sounds are also presented in the appropriate columns of place of articulation with the different set of manner of articulation in the left-most column.

The differences between the Korean and English sound systems can be summarized as follows:

(1) There are three-way contrasts among the Korean stop and affricate consonants in terms of the manner of articulation (i.e., lax-tense-aspiration as in /ㄱ/-/ㄲ/-/ㅋ/ and /ㅈ/-/ㅉ/-/ㅊ/, whereas there are only two-way contrasts in English (i.e., voiceless-voiced as in /p/-/b/ and /č/-/ǰ/).

(2) English fricative consonants have five-way contrasts in terms of the point of articulation (i.e., labiodental-interdental-dental-palatal-velar as in /f/-/θ/-/s/-/š/-/h/), whereas there are only two-way contrasts in Korean (i.e., dental-velar). The English fricative consonants are thus extremely difficult for Koreans both in production and aural perception.

(3) The short-long contrast among the high vowels, that is, /i/-/i:/ ('lip'-'leap') and /u/-/u:/ ('pull'- 'pool') is particularly problematic for Korean students: The difference between the short and long vowels in English is not simply in the length but also in other phonetic qualities which are extremely diffcult for Koreans to produce or perceive. Also difficult for Koreans are the contrasts among /a/, /ə/ and /ɔ/ ('cot,' 'cut,' and 'caught').

3.1.2 Sequences of sounds

In addition to the system of individual sounds, each language has rules governing the variation of sounds in various phonological and grammatical environments as well as constraints regarding the

Table 3. Consonants

Manner of Articulation		Point of Articulation					
		Bilabial	Labio-dental	Inter-dental	Dental	Palatal	Velar
	Eng. Kor.	Eng. Kor.	Eng. Kor.	Eng. Kor.	Eng. Kor.	Eng. Kor.	Eng. Kor.
Stop	vcd*	b			d		g
	lax	p			t		k
	vcls asp	p ph			t th		k kh
	tense	pp			tt		kk
Affricate							
	vcd					ǰ	
	lax					č	
	vcls asp					č čh	
	tense					čč	
Fricative							
	vcd		v	č	z		
	lax				s		
	vcls asp		f	θ	s	š	h h
	tense				ss		
Nasal		m m			n n		ŋ ŋ
Liquid					l l		

*vcd-voiced, vcls-voiceless, asp-aspirated

Table 4. Vowels

Mouth Opening	Length	Horizontal Tongue Position					
		Front		Central		Back	
		Eng.	Kor.	Eng.	Kor.	Eng.	Kor.
Close	Short	i			ɯ	u	
	Long	i:	i			u:	u
Mid	Short	e	e	ʌ		o	
	Long	e:				o:	o
Open		æ	ɛ	ə	a		ɐ

sequencing of the sounds. Some such rules and constraints in Korean are compared to those in English in the following:

(1) In Korean, no consonant cluster is allowed in the syllable initial or syllable final position, whereas such clusters occur relatively freely in English (e.g., 'strong' and 'attempt'). When an orthographic consonant cluster does occur in the syllable final position, such as 'ㅄ' in '값(price)' it is reduced to /ㅂ/ in actual pronunciation.

(2) In Korean, no fricative or affricate occurs in the syllable final position. A letter normally representing a fricative (i.e., ㅅ) or affricate (i.e., ㅈ) in the syllable initial position is pronounced /ㄷ/ in the syllable final position, as in '낫(sickle)' → /낟/. The free occurrence of the fricatives and affricates in the syllable final position in English is new for Koreans. Koreans usually add the vowel /ㅣ/ after the English syllable final palatal obstruents /š/ (e.g., '부시' for 'bush,' '처치' for 'church') and the vowel /ㅡ/ after all other fricatives and stops in the same position (e.g., '버스' for 'bus' and '홀드' for 'hold').

(3) In Korean, any syllable final stop becomes a nasal before another nasal e.g., 'ㅂ' to 'ㅁ' before 'ㄴ' as in '잡는다 (catch) → /잠는다/', 'ㄱ' to 'ㅇ' before 'ㅁ' as in '먹물 (ink)' → /멍물/, and 'ㄷ' to 'ㄴ' before 'ㅁ' as in '맏며느리 (oldest daughter-in-law)' → /만며느리/. There is no such rule in English. Korean learners of English thus frequently apply this rule to English, resulting in unacceptable or wrong words such as 'banman' for 'batman' and 'singman' for 'sick man.'

(4) In Korean, /ㄹ/ as in '돌' occurs only in the syllable final position. When 'ㄹ' begins a syllable (e.g., 'ㄹ레ㄷ오') or a syllable having 'ㄹ' in the final position is immediately followed by a syllable beginning with a vowel (e.g., '돌-ㅇ|' (stone-subject particle)'), the 'ㄹ' is pronounced as a flap, a sound similar to the soft 't' in 'butter' as it is normally pronounced by an American-English speaker. In other words, no Korean syllable may begin with the hard /ㄹ/, which is identical with English /l/ as in 'learn.' Due to this habit, Korean students tend to pronounce English /l/ in the syllable initial position as a flap, as exemplified by the substitution of 'red' for 'led,' and 'breed' for 'bleed.'

(5) Related to the non-occurence of certain consonant clusters in the syllable initial and final position in Korean is the common tendency in Koreans of breaking the clusters by inserting a vowel /—/ between the consonants, for example, '스트릉' (sutu<u>r</u>ong) for 'strong.'

(6) There is no word stress in Korean, whereas it is the most important feature characterizing the speech rhythm of English. Korean students thus tend to pronounce the syllables within an English word in a monotone with nearly the same force on each syllable, which considerably impairs the intelligibility of the word.

(7) Both Korean and English have two major intonation types, the falling intonation typically for declarative sentences and the rising intonation for question sentences. However, the falling intonation in English question sentence beginning Wh words, such as 'what' and 'where,' and also tag questions, such as 'you know about it, don't you?' are new to Korean students.

3.2 Morphological and Syntactic Structures

3.2.1 Modification of nouns

(1) Articles: The major function of articles in English is to differentiate the specificity/non-specificity of nouns, an indefinite article normally indicating a first occurrence of a noun, and a definite article an occurrence of a specific noun where the relevant speech partners share the knowledge of the specific referent of the noun. There are also highly complex rules and constraints about the use of articles. The indefinite article is placed only in front of a countable singular noun and the definite article does not occur with an abstract noun. There are also various idiomatic uses of the articles: The articles do not occur next to an indefinite or definite determiner such as 'some,' 'any,' 'no,' 'this,' your,' etc..

In Korean, there is no exact equivalent of the English definite article. There are, however, definite determiners which are used to mark a recurrence of a previously mentioned noun. Furthermore, use of the English definite article with a noun whose referent can be uniquely identified as in 'the sun' and 'the moon'; the use of the definite article before names of seas, ships, rivers; the generic use of the definite article as in 'the owl cannot see well in daylight'; use of the definite article with adjectives to denote all members of a class, (e.g., 'the poor'), and many other uses are totally new to Koreans. Very often when the context provides a clue to the specificity of a noun, the definite determiner, which otherwise would be required, is not necessary. In other words, redundant use of the definite determiner is unnecessary.

Although Korean has indefinite determiners which can be used in a similar function of marking non-specificity or non-definiteness, the usage of these determiners is nowhere as regular as English indefinite article. Non-specificity is simply not marked in general. Consequently, it might seem to Koreans logically unnecessary to mark anything unspecific when the semantically more salient specificity is marked by the definite article. Even the more local and concrete

semantic function of the indefinite article of indicating singularity of a noun is largely unnecessary in Korean because singularity of a noun needs not be explicitly expressed, particularly when the context provides this information. These would leave the English indefinite article as a semantically empty and purely formal entity as far as Korean learners of English are concerned. Furthermore, the distinction of count and mass nouns in English, which is grammatically unmotivated in Korean, would make learning the use of English indefinite articles extremely difficult.

(2) Relative clause: Korean has clausal noun modifiers, which are similar to the relative clause in English. However, the Korean clausal noun modifier is different in two important respects. First, in Korean there is nothing comparable to the English relative pronoun, and second, the clausal noun modifier is placed before the noun being modified. The clausal modifier is formed by inflecting the main verb of the clause into the adjectival form. Like English, the noun in the clause, which is identical with the noun being modified, is deleted in the process of the adjectivization of the clause.

3.2.2 Nouns and pronouns

(1) Number: In English, the plural marker, either regular or irregular, is obligatory when the noun represents more than one in number. In Korean, although there is a plural marker, it is unnecessary when the context indicates the plurality of the noun. Thus, 'two apple,' which is ungrammatical in English without the obligatory plural marker '-s,' would be grammatical when it is translated into Korean.

In English, each pronoun has its corresponding plural form except 'you,' whose plural form is identical with the singular form. In Korean, there are only a pair of pronouns that are differentiated in number, that is, 'I' and 'we.' English 'he,' 'she' and 'it' are expressed in Korean in the manner as 'that (male) man,' 'that woman'

and 'that thing,' their plural forms being made by the addition of the plural marker to the respective nouns.

(2) Gender: In English, a pronoun must agree in gender with its antecedent. In Korean, there is no pronoun with gender differentiation. The English pronouns in different genders, 'he,' 'she' and 'it' are, as mentioned above, are expressed by means of a difinite determiner and a common noun with a clear sex reference. Since nowhere in the Korean grammar is gender differentiation necessary, the English pronoun triads, 'he'-'she'-'it', 'his'-'her'-'its,' and 'him'-'her'-'it' are expected to cause confusion in the Korean learners of English.

3.2.3 Preposition

There are grammatical elements in Korean that correspond to English prepositions. They are called postposition since they are placed after the noun. As in English, the major function of a postposition is to produce an adjectival or adverbial modifier in combination with a noun. The usage of prepositions in English is extremely complex, as clearly evidenced by their unusually lengthy dictionary description of the wide variety of contexts and the meaning in those contexts.

The differences between English prepositions and Korean postpositions are so great that it is hopeless to try to establish any equivalence relationship between them. Even an English preposition which seems to share a semantic commonality with a Korean postposition is widely different in many other important respects. For example, the most simple meaning of the English preposition 'in,' relatively easy for learners of English to learn, would be its locative meaning, 'on the inner side of.' The Korean equivalent of 'in' with this particular meaning, however, does not have meanings of English 'in' as in 'in this direction,' 'cut the apple in two,' 'in a few days,' 'the boy in the red cap,' 'in a hurry,' etc. These meanings have to be expressed either by different postpositions or in a totally different grammatical

structure without any postposition. In short, the positional difference and the extremely complex usage of both English prepositions and Korean postpositions are expected to present a high degree of difficulty in learning to use English prepositions.

3.2.4 Verb forms

(1) Copula and auxiliary 'be': In English, the copula has a distinct function and form. It links the subject of a sentence with the subjective predicate, either a noun or adjective, and assumes the role of marking the tense of the sentence and also the person and the number of the subject. In Korean, adjectives used as a subjective predicate have their own ending, which is inflected in the same manner as that of an ordinary verb. In this sense, there is no copula that links a subject with its adjectival predicate. However, when the predicate is a noun, as in 'he is a boy,' the subject and predicate are linked by means of a copular element. This element is inflected in tense, aspect, etc., but not in person or number of the subject. the various forms of English copula are thus totally new to Koreans. Since 'be' as an auxiliary also changes its form in exactly the same manner as the copula except that it is followed by the main verb, no particularly greater difficulty is expected.

(2) Agreement of verbs in person, number and tense: In English, if the subject of a sentence is in third person and singular number, and the tense of the verb is present, the verb is appropriately inflected to agree with the subject. In a complex sentence with an embedded noun or adjectival clause, the tense of the verb in the embedded clause should agree with the tense of the verb in the main clause. In Korean, there are no such agreement rules.

(3) Auxiliary 'do': Auxiliary 'do' is distinct from other modal auxiliaries such as 'can,' 'will,' 'may,' etc., in a very important respect: it does not have any lexical meaning of its own. Its function is to fill the position which would be taken by other modal auxiliaries in a question or negative sentence. In Korean, there

is no such auxiliary comparable to English 'do.' The semantic emptiness, its function as a purely formal device, and the applicability of the third person singular number agreement rule may affect the learnability of this auxiliary.

3.2.5 Ellipsis

Ellipsis here means omission of a lexical, phrasal, or clausal element in a sentence without affecting the grammaticality of the sentence. Ellipsis is an extremely common phenomenon that characterizes Korean as being very different from other languages. There seems to be a strong underlying principle that any element in a sentence can be omitted if it can be easily retrieved from the discourse context. For example, major sentential constituents, such as subject and object, can be omitted if the information about the omitted element is in the context or implied in the context; noun case-marking particles and postpositions may be omitted if the word order or other context provides the necessary information; a noun plural ending may be omitted when the plurality of the noun is already known to the speech participants; and definite determiners may be omitted, as discussed already, if the context disambiguates the specificity of the noun.

3.2.6 Modality of the sentences

(1) Question: In Korean, a question sentence is formed simply by replacing a declarative sentence ending with a question sentence ending. A question-word question sentence, corresponding to English 'Wh' question sentence, is formed by placing the question word frequently at the beginning of the sentence or anywhere the word could be placed in view of its function in the sentence, in addition to the same change of the sentence ending to a question ending. In the process of question sentence formation, no change in word order is necessary. Both kinds of questions, i.e., 'Wh' and non-Wh questions, typically have a rising intonation.

(2) Imperative: An imperative sentence is formed by a simple process of replacing the declarative sentence ending with an imperative sentence ending.

(3) Negation: Korean has at least three different sentence-negating morphemes, each of which is associated with its own unique semantic import and also with a specific sentence type: a) An imperative sentence is negated by the imperative-negation morpheme /mal/; b) the capability-negation morpheme, /mos/, is used to negate the subject's capability of carrying out the action as represented by the verb; and, c) the simple negation morpheme, /an/, negates a delarative sentence without any implication of capability. In addition to these, there are other ways of negating sentential, phrasal or clausal meaning, for example, use of a lexical item with an explicit negating affix, comparable to English 'unable,' 'impossible,' 'unhappy,' etc.

3.2.7 Honorifics system

Korean has a highly complex system of honorifics, which is used to express the attitude of the speaker toward the person being talked about or the person to whom the speech is addressed. An honorable subject in a sentence, normally a superior in social status or age, requires an honorific infix in its verb. Also, regardless of the honorability of the subject of the sentences, when a sentence is addressed to a superior, the verb should be in the honorific form. In this report, these two kinds of honorific forms will be denoted as subject honorific form and addressee honorific form respectively. Average children in Korea acquire the honorifics rules by the time they enter elementary school. It will be interesting to examine the preschool subjects' use of Korean honorifics and change in the use of the honorific forms.

3.2.8 Word order

Due to the use of the explicit noun case-marking particles, the order of major constituents of a sentence is highly flexible in Korean,

with the exception of the relatively fixed position of the verb at the end of the sentence. Unlike the major sentential constituents, the order of words and morphemes in phrases is rigidly fixed, as in adjective-head noun, noun-postposition, noun-particles, and the order of various agglutinating infixes and suffixes in a verb phrase.

4. General Characteristics of the Speech Samples

4.1 Quantity of Speech

Except for the 4-year old subject in the suburban site, JH, and the two subjects in Korea Town, YJ and CG, who came to the U.S. five months later than the other, the subjects seemed to have learned considerable English by the beginning of the study. Judging from the way that they responded to the instruction of the teacher or the TA, which were mostly in English, they did not seem to have any particular difficulty in learning school subject matters.

Although we did not observe any occasion that the children, including our subjects, were explicitly told to use a specific language, it was apparent that there was a long-established common understanding that English is the appropriate classroom language to be used between the teacher and students. Thus, children often ask the teacher whether they may use Korean to ask or answer questions, but a question asking whether they may use English in the same situation would draw laughter from everybody in the class. On the other hand, between peers whose English is mostly limited, the children are relatively free to choose between Korean and English.

It is expected that the subjects' use of English increases with their developing English proficiency. If so, the changing trend in quantity of speech in English and Korean and the changing pattern of the distribution of the turns over various discourse functions would provide important information about language choice and the development of communicative strategies in the early stages of second language learning.

As a rough measure of quantity of speech, speech turns by the subjects, each of which is composed of one utterance in most cases, were counted. Table 5 presents the total number of turns, number of turns in Korean, in English and mixed language. A Korean turn is a segment of speech composed solely of Korean and uninterrupted by another speech participant; an English turn, an uninterrupted segment of speech solely composed of English; and a mixed turn, any turn which does not belong to the above two categories. Exclamations, personal names and others, which cannot be categorized in a clearcut manner, were regarded as a mixed turn.

Table 5. Speech Turns by the Subjects

Site	Subject & grade	Session # and duration in mins.	Total	Turns/min.	Korean	English	Mixed
L.A.	JA(3rd)	1(90 mins.)	495	5.50	147(30%)	262(53%)	86(17%)
	AN(1st)	1(180 mins.)	293	1.63	116(40%)	130(44%)	47(16%)
	CG(1st)	1(40 mins.)	146	3.65	117(80%)	7(5%)	22(15%)
	YJ(preK)		(No comparable data)				
Suburb	SE(3rd)	1(160 mins.)	362	2.26	228(63%)	56(15%)	78(22%)
	SM(1st)	1&2(150 mins.)	318	2.12	190(60%)	44(14%)	84(26%)
	KH(1st)	1&2(150 mins.)	282	1.88	121(43%)	110(39%)	51(18%)
	JH(preK)		(No comparable data)				

Table 5 shows that the number of total turns varies greatly across subjects. For example, JA took 495 turns in a recording session of 90 minutes (an average of 5.5 turns per minute), whereas his sister AN took only 293 turns in twice as long a period, a 180 minute session (or 1.63 turns per minute). At the current rate of speech turns (2.84 turns per minute on the average), we will be able to collect data of about 250 speech turns in a 90 minute regular recording session, in addition to the data to be collected in the home.

The table also shows that the proportion of turns in each language category varies to a great extent across subjects. For example, CG

used English only in 5% of the total turns, whereas the number of English turns of three other subjects, JA, AN, and KH, was close to or even higher than the number of Korean turns. The exceptionally low proportion of English turns in CG seems to reflect the fact that he came to the U.S. about five months later than other subjects. This difference is particularly interesting because it is likely to be an indication of a systematic relationship between the proportion of English used in the school and the subject's proficiency in English.

The proportion of turns in the mixed category appears to be unusually high compared to some reported figures.[1] For example, Lindholm and Padilla (1978) report that only 2% of the total utterances collected from Spanish-English bilingual children (age 2;0 to 6;2) contained mixes. Redlinger and Park (1980) in a longitudinal study of language mixing of four bilingual children (age 2;0 to 3;3) report that with one exception of average 25%, the rate of mixed utterances were 10.8%, 7.3% and 1.8%. Interestingly, they made an observation that the amount of mixing and language development are reversely related. In view of this observation, we will closely follow the change in the rate of language mixing, as well as the change in the linguistic characteristics of the mixed utterances.

We made an interesting observation, which confirms a general expectation about the subjects' language choice in the classroom. During one session, a group of five LES students in the 3rd grade class, where our subject JA belongs, was tape-recorded for 90 minutes. The students were engaged in a group activity, led by the monolingual English-speaking teacher's aide. The TA's verbal interactions with the children were most heavy at the beginning of the recording session, gradually decreasing as the activity changed from story-telling to drawing. The following description of the language sample is based on the transcript of the session.

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[1]Note that our unit of counting was turn, not utterance which was used in the works cited here. However, since a turn may contain at least one or more than one utterance, the point made here seems to hold.

Table 6 presents the number of turns taken by the TA, by the students as a group including JA, and by JA alone, in three different sections selected from the recording. The first section was taken from the early part of the recording session, when the TA was actively helping the students tell stories; the second section is from the middle of the session, when the students were preparing to draw pictures and the TA's verbal participation was much reduced; and the third section is from the near-end of the session when the TA remained primarily as a spectator without any verbal participation. Each of the sections contains 150 turns. The percentages in parentheses represent the ratio of English turns to the total turns taken by the LES group and JA respectively.

Table 6. Distribution of Speech Turns

			LES Group Including JA		JA Alone	
Section	Total turns	TA (English)	Total	English (Eng./Total)	Total	English (Eng./Total)
1st	150	57	93	67(72%)	44	32(73%)
2nd	150	16	134	60(45%)	56	25(45%)
3rd	150	1	149	16(11%)	47	4(9%)

It is apparent from the table that the number of English turns taken by the LES group and JA was closely related to the number of turns taken by the TA. Although the group used Korean among themselves in the presence of the monolingual TA, which was largely unavoidable due to their limited ability in English, they used more English when the TA was more active in the group activity. Apparently, the monolingual TA's degree of participation changed the intensity of the pressure for the children to speak English. Since other subjects are also from classes with a Korean-English bilingual teacher and a monolingual English-speaking TA, we will have opportunities to study more closely the effects of monolingual English-speaking TA's on the bilingual children's language choice behavior.

4.2 Length of Utterance

The usefulness of Mean Length of Utterance (MLU) for analysis of early speech development has been well demonstrated in studies of first language acquisition (Brown, 1973). This measure provides convenient reference stages of language development on the basis of which other morphosyntactic development can be described. It has been pointed out, however, that older second language learners rapidly reach the level at which the measure loses its differentiating power and can no longer be appropriately used (Schumann, 1976).

The assumption underlying the MLU is that the acquisition of grammatical structures directly affects utterance length. Our subjects, however, who are learning English as a second language, are at a distinct advantage compared to younger children learning a first language since they are advanced cognitively, possess greater memory capacity, and evidence higher level metalinguistic abilities, all of which seem to be closely related to the acquisition of both a first and second language. Thus, it is conceivable that the advantage which second language learners have over young first language learners results in a differential effect on the rate of increase in utterance length. In view of the fact that there is a language proficiency test for bilingual students (i.e., Basic Inventory of Natural Language), which utilizes utterance length as the primary determinant and which is widely used by schools across the nation, our longitudinal data will bear particular relevance to educational practice.

Table 7 presents the number of English utterances in the data discussed in this report, number of morphemes, MLU, and the developmental stage as defined by Brown (1973). Basically, we used the same procedures, including the meaning of the units being counted, as presented by Brown (1973:54) in calculating the MLU's. However, since in most cases the number of utterances did not reach 100, which was required in Brown's procedures, we used the data that was available to us.

Table 7 shows the following interesting points:

(1) All the subjects use utterances of a very limited length, comparable to or below that of native English-speaking 3 to 3.5 year old children (Brown, 1973).

(2) As expected the MLU of an older sibling is higher than that of the younger sibling in the same family. The older sibling, with the exception of the LA2 family, who came to the U.S. about five months later than other subjects, had MLUs which ranked one stage higher than the younger sibling.

(3) The children in family LA2 hardly speak English.

Table 7. Mean Length of Utterance

Family	Subject (grade)	No. of utterances	No. of morphemes	MLU	Stage
L.A. 1	JA (3rd)	319	1,022	3.20	III
	AN (1st)	75	180	2.40	II
L.A. 2	CG (1st)	19	30	1.58	I
	YJ (preK)	4	4	1.00	I
Suburb 1	SE (3rd)	75	216	2.88	III
	SM (1st)	55	141	2.56	II
Suburb 2	KH (1st)	74	231	3.12	III
	JH (preK)	78	125	1.60	I

Obviously the low MLU values will increase in the future. Our longitudinal data will thus provide extremely interesting information about the relationship between the increase in utterance length and development of various structures in our subjects, which presumably will be very different from what has been found by first language acquisition researchers.

5. Language Profiles of Individual Subjects

This section presents the speech data collected in the first or first and second recording sessions in the school. In some cases, the

amount of speech samples of the first session alone was not enough for any meaningful characterization of the language abilities of the subjects. In these cases, the data collected in the second session, if already transcribed at the time when this report was being prepared, were also included for the present analysis. Since the two prekindergarten subjects were not yet in school when the older subjects began to be recorded, the data collected in the home will be used here.

For each subject, the English utterances are presented according to the linguistic structures of various levels, and the utterances in each category are divided into two subcategories, i.e., correct uses and errors. Errors include ungrammatical omissions of forms under consideration, unnecessary and wrong uses, and questionable uses. The data are exhaustive with regard to the categories listed. One and the same utterance may be found in more than one category if the utterance contains more than one relevant grammatical feature under consideration.

In the following sections the utterances in the column for errors are only those containing any error on the structure under consideration. Thus, an utterance containing errors on some other structures is placed in the column for correct use if the structure under consideration is used correctly in the utterance.

Utterances of the mixed category are presented according to the type of linguistic structures and also the language of the major structure of the utterances. The list includes all the mixed utterances observed in the data. The description of Korean utterances are rather superficial. The list includes only a set of selected utterances. Our main interest is in a) determining areas of unstable skills or abilities which had not been firmly established yet, and b) identifying some complex linguistic skills which had already been acquired and thus could possibly serve as indicators of the upper threshold of language development.

A brief summary of the characteristics of the data will be presented for each subject.

5.1 JA (3rd grade boy from Family LA1)

The following description is based on the data collected in the first classroom recording session of approximately 90 minutes. A group of five students, including JA, were engaged in a group activity led by the monolingual English-speaking teacher's aide. The TA encouraged the students to tell a story from a picture, which had been introduced already in the previous class. JA was the most active talker during the session. The recording was made in the first week of May, 1980, approximately 11 months after his arrival in the U.S.

5.1.1 English

Structure	Correct Use*	Error
Indefinite Article	There's a ghost I wanna be a strong man. I'm a ghosts. Wait a second.	I gonna draw (a) dinosaur. Can I draw (a) dinosaur? That's (a) ghost. She gotta found (a) skeleton. You miss (a) turn. Can I draw (a) cartoon? Can I draw (a) football? It's not (a) school. That's (an) easy one. Is this (an) easy book? I don't wanna *a children.
Definite Article	This on the coffee cup. Where is the ghost book? And go to the farmer house. Which one has the eraser? I gonna fighting the cat. Now get the pencil. Give you the pencil. Around the house . . .	Which one has (the) eraser? Don't give to (the) girl. I wanna see (the) earth. And (the) sun . . . In (the) third one. We not playing *the ball. Where is *the my glass? And he go *to the somewhere.
Possessive	Junduk's team.	*She's turn (her turn) *She's turn (her turn) And go to the farmer('s) house

*Notations: a ghost (correct use of 'a')
(a) dinosaur (ungrammatical omission of 'a')
*a children (inappropriate use)
We lose (=lost) it ('lose' should have been 'lost').

Phrasal modifier of nouns	Time to play?	(none)
Mass Noun		Can I have *one more paper? May I have *a paper?
Plural	Ten minutes Three times	Sometime(s) Only six bank(s) I have children (=a child), my sister. (Meant 'we have a girl in our family, that is, my sister.') Three ghost(s). Where is *the my glass(es)? I'm a *ghosts
Preposition	And go to the farmer house. He said he is gonna go to the . . . In this hand. In that hand. In third one. Around the house Look at it. Don't share with that.	I gonna go *to there. That man is going *to somewhere. And he go *to the somewhere. You will do it (to) me. *In there, I'm not gonna . . . Listening for (=to) me. You gonna go out from (=for) P.E. You think (of) your favorite.
Copula	No, I'm not. I'm a ghosts. I'm first. I'm second. You are too skinny. You are wrong. You're wrong. Are you right? There's a ghost. That's ghost. That's all. It's not school. That's easy one. That's easy. Where's that? Where is the my glass? This is my school. Where is the ghost book? What is that? Is this easy book? Do you know who is? Be quiet. Will you be quiet?	I (am) first. You (are) wrong. You (are) always too good. He (is) wrong.

Auxiliary 'be'	I'm gonna make draw. I'm not gonna. That man is going to somewhere. He said he's gonna to the . . . That's gonna be . . . I was gonna make . . .	I (am) gonna draw dinosaur. I (am) gonna fighting. I (am) gonna go to there. I (am) gonna use it. You (are) gonna go out from P.E.? We (are) not playing We (are) not playing the ball (Are) we not playing? What (are) you gonna do, girl? She (is) gonna eat up there. He said he (is) gonna do the . . .
Progresssive	We not playing? We not playing the ball. That man is going to somewhere.	We're draw(ing) and writ(ing). I gonna *fighting. I gonna *fighting the cat.
3rd Person	Which one has the eraser?	He go(es) to the somewhere.
Past Tense	I told you. I said it. I said, "don't do it." He said. She did it. (She) did it, too. You didn't. He didn't say woo . . .	We lose (=lost) it. She gotta found (=find) skeleton.
Model Auxiliary (except 'do')	What can I do it? Can I have more paper? I can do it. I cannot do it. Can I draw? Can I draw football? Can I have this? I could do it. May I have a paper? I will. I will do. I will buy this. I will do it. I will not do more. Will you be quiet? Will (you) do it (to) me?	(none)

Semi-modal Auxiliary	I wanna be a strong man. I wanna swim. I wanna see earth. I wanna see space. I don't wanna. I don't wanna do it, this one. I don't wanna see . . . I gonna fighting the cat. She gonna eat up there. I don't have to, either. You don't have to know. She gotta found skeleton. We gotta play soccerball.	I don't *wanna children.
Connector	And sun and star, animal . . . We're draw and write. And go to the farmer house. 'Cause he scare of . . . So we got it first. Because I wanna swim. If I come see anything, then . . . If I can . . ., I wanna see the . . . Then I don't wanna . . .	(none)
Ellipsis & Omission	No, I'm not. I don't have to, either. I can't. No, you didn't. Is it? I will. Yes, you are.	Don't share (it) with that (person). Don't give (it) to girl. Can I draw (it)? No, I don't love (her). Don't make (it) hard, please. I will do (it). (She) did it, too. Do you know who (it) is? (She) did (dropped on the floor) that pencil, too.

Question Sentence	Can I have more paper?	(Are) we not playing?
	Can I draw dinosaur?	What (are) you gonna do, girl?
	Can I draw cartoon?	
	Can I have this?	
	Can I draw football?	
	May I have paper?	
	Will you be quiet?	
	Do you know who is?	
	Are you right?	
	Is this easy book?	
	Is it?	
	Where is the ghost book?	
	Where is the my glass?	
	Where's that?	
	What is that?	
	What can I do it?	
	Which one has the eraser?	
	How about you?	
	Time to play? (intonation)	
Negation	I don't care.	I don't want no number.
	I don't believe it.	
	I don't wanna do it.	
	I don't wanna children.	
	I don't wanna.	
	I don't want that story.	
	I don't love.	
	I don't know it.	
	I don't have to, either.	
	I don't want them.	
	I didn't like that.	
	You don't have to know.	
	No, you didn't.	
	He didn't say it.	
	Don't give to girl.	
	Don't get that.	
	Don't make hard.	
	Don't get it.	
	I cannot do it.	
	I can't.	
	I say, "don't do it."	
	I'll not do more.	
	I'm not gonna . . .	
	It's not school.	
	No, I'm not	
	We not playing?	
	We not playing the ball?	

5.1.2 Mixed language

(1) Korean utterances with English nouns

. 나는 GHOST 나 그려. 'AS FOR YOU, DRAW A GHOST.
이게 바로 GHOST 아줌마야. 'THIS IS JUST A LADY GHOST.'
나 GHOST 그릴까? 'SHALL I DRAW A GHOST?'
얘 걔 ONE NIGHT 이래. 'SHE ALWAYS SAYS 'ONE NIGHT.''
내가 PAPER 한다구 그랬더니, 'I WANTED TO SAY 'PAPER,' AND...'
이게 FINGER. 'THIS (IS) FINGER.'
MIKE 시험중 해. 'SAY, 'MIKE TESTING.''
근데 UNION BANK는 뭐 별거 아니야. 'THE UNION BANK BUILDING IS NOTHING COMPARED TO THOSE.'
PRISON 대표를 뭐라고 그러지? 'WHAT IS A PRISON CHIEF CALLED IN ENGLISH?'
나는 PRISON... 'I'M A PRISON...'
나 SUPERMAN 그릴거야. 'I'M GOING TO DRAW THE SUPERMAN.'
나 CARTOON 그려야지. 'I WILL DRAW A CARTOON.'
내가 EARTH 그려가지구, 'WHEN I DRAW THE EARTH,...'
난 BASKETBALL 안 보구두 그린다. 'I CAN DRAW A BASKETBALL WITHOUT LOOKING AT IT.'
녹음 TAPE는 기계루 해 가지구, 'AS FOR THE RECORDING TAPE, THE MACHINE...'
ANOTHER PICTURE 그려. 'DRAW ANOTHER PICTURE.'
얘가 FIRST, 내가 걸 SECOND 으루 이겼대. 'HE AND I ARE THE FIRST AND SECOND WINNERS RESPECTIVELY.'
너 SOCCER BALL 할래? 'WOULD YOU PLAY SOCCER?'
내가 참 그리지, PUPPY. 'AS FOR A PUPPY, I CAN DRAW IT WELL.'
너는 BASKETBALL 밖에 모르니? 'DO YOU KNOW ANYTHING OTHER THAN BASKETBALL?'
나 PAPER 하나 더 달라고 그래야지. 'I AM GOING TO ASK FOR ONE MORE SHEET OF PAPER.'
SPACE 그려야지. 'I'M GOING TO DRAW SPACE.'
ROBOT을 그릴까? 'SHALL I DRAW A ROBOT?'

네가 BASKETBALL 그리니? 'ARE YOU GOING TO DRAW A BASKETBALL?'
DODGERS는 야구 TEAM이지 BASKETBALL TEAM 이냐? 'DODGERS ARE A BASEBALL TEAM, NOT A BASKETBALL TEAM.'
아니 내가 SCHOOL만 그리니? 'DO I ALWAYS DRAW A SCHOOL?'
이것두 SCHOOL 인데. 'THIS IS A SCHOOL, TOO.'
너 TWO, 에 SIX 했구나? 'YOU DID IT TWICE AND HE DID IT SIX TIMES.'
TIM 이란 애가 그 TEAM에서 젤 못 해. 'THE BOY NAMED TIM IS THE POOREST PLAYER IN THE TEAM.'
WALTON DRIVE SCHOOL 을 내가 얼마나 그리고 싶어? 'WOULD YOU THINK I EVER WANTED TO DRAW THE WALTON DRIVE SCHOOL?'
PAPER가 다 닳 없어지겠다. 'I GUESS HE WILL USE UP ALL THE PAPER.'
BASKETBALL TEAM에서 누가 젤 잘 한 줄 알아? 'DO YOU KNOW WHO PLAYED BEST IN THE BASKETBALL TEAM?'
얘, 이거 SCHOOL루 그릴까? 'SHALL I MAKE THIS A PICTURE OF A SCHOOL?'
BASKETBALL 그리자, ALL RIGHT. 'I'M GOING TO DRAW A BASKETBALL, ALL RIGHT.'
저거 LUNCH 먹는 거. 'THAT SCENE OF EATING LUNCH.'
여기다가 WALTON DRIVE SCHOOL 이라구 써야지. 'I AM GOING TO WRITE WALTON DRIVE SCHOOL HERE.'
'DRIVE' 는 같다 어떻게 써? 'HOW DO YOU SPELL 'DRIVE'?'
'DRIVE SCHOOL' 을 같다가, 'HOW ABOUT 'DRIVE SCHOOL'?'

(2) Korean utterances with other English elements

저거 쟤 S 그렇게 SMART해. 'WHAT MADE HIM TO THINK THAT HE WAS SO SMART?'
뭐라지 다 EASY예요, 아유. 'HE SAYS EVERYTHING IS SO EASY TO HIM, RIDICULOUS!'
선생님한테 TOO FAT 이래. 'HE SAYS TEACHER IS TOO FAT.'

나는 그중에서 하나 BELONG 비슷한 걸알어. 'I THOUGHT ONLY ONE OF THEM BELONG THING.'
그거 FALL 떨어구 그러면 구리가 어떻게 될만 말한거냐? 'WHAT BECOME OF US IF YOU SAY IT FILL DOWN.'
AND 창문이시여... 'AND OH, THE WINDOW...'
나 WALTON DRIVE SCHOOL 이라구 쓰까? 'SHALL I WRITE 'WALTON DRIVE SCHOOL'?'
혼낼니, AFTER SCHOOL. 'I'LL PUNISH YOU AFTER SCHOOL.'
'YOU ARE WRONG' 그래. 'SAY, 'YOU ARE WRONG.''
OKAY, 빨리. 'OKAY, DO IT QUICK.'
NO, NO, 그럼 난 무식... 'NO, NO, THEN I'M IGNOKANT...'
NO, NO, 나 이거 안 그릴래. 'NO, I WON'T DRAW IT.'
'YES, SIR' 그래. 'SAY, 'YES, SIR.''
가위, 바위, 보 THEN THREE TIMES. 'LET'S DO 'PAPER, ROCK, SCISSORS' THREE TIMES.'
THEN 쭉 빠지잖구. 'THEN HE SANK DOWN,...'
그만 YOU DUMMY! 'STOP, YOU DUMMY.'

(3) English utterances with other Korean elements

THAT'S LIKE A 홀수 와. 'THAT'S LIKE ODD AND EVEN.'
MRS. R, CAN I DRAW 만화? 'MRS. R, CAN I DRAW A CARTOON?'
THIS IS 악당. 'THIS IS A VILLAIN.
DO YOU HAVE 자? 'DO YOU HAVE A RULER?'
뭐? 뭐? I WILL NOT DO MORE. 'WHAT? WHAT? I WILL NOT DO MORE.'
아, LOOK AT THAT. 'YOU, LOOK AT THAT.'
YEAH, UNEVEN, 어우. 'YEAH, UNEVEN, (EXCLAMATION MEANING 'IT WAS TOUGH!')'
STOP, MIKE 귀신 HERE. 'STOP, MIKE GHOST, HERE!'
읽어봐 READ IT. 'READ IT WITH SEVEN FEET. (NONSENSICAL JOKE.)'

(4) Neutral utterances

아, STOP! 'YOU, STOP!'
SMALL, 그래서 LION, TIGER... 'SMALL, SO LION AND TIGER...'
나 ONE ZILLION. 'I DID IT ONE ZILLION TIMES.'
NO, 태양. 'NO, THE SUN.'
아이구, DUMMY. 'OH, DUMMY.'
THAT'S GHOST 나무야, 이게. 'THAT'S A GHOST TREE, THIS.'

(5) Language switch between sentences in the same speech turn

이자식 좀 잘 하는데. WHICH ONE HAS THE ERASER? 'THIS FELLOW DOES WELL! WHICH ONE HAS THE ERASER?'
NO, I'M NOT. 나는 내가 뭔데서 입을래. 'NO, I'M NOT. I WILL WEAR WHAT I WILL MAKE LATER.'
I TOLD YOU. 너 말 했지? 내 내 말 해? 'I TOLD YOU. SHALL I TELL THE TEACHER, SHALL I?'
MY TURN. 예 못한다. 'MY TURN. HE CANNOT DO IT.'

5.1.3 Korean

(1) Child forms

Child forms here and in the following sections include lexical items in stigmatized variant pronunciation, characteristic to young children's speech, and alternative lexical items used only by children.

이걸러.	(이걸어)	'WON'
살러.	(살어)	'BOUGHT'
이져.	(이렇져)	'IN THIS MANNER'
걸	(그러면)	'THEN'
냥	(그냥)	'JUST'
그니까	(그러니까)	'FOR THAT REASON'
때매	(때문에)	'BECAUSE OF'

(2) Morphosyntactic characteristics

Apparently, JA's proficiency in Korean is highly advanced. No errors on the form of grammatical morphemes were observed. Omission of noun case marking particles and postpositions was frequent, but all of them were acceptable. JA used the following complex sentence with ease.

[illegible], [illegible] 그림 내 생각에 아지, 그림. 'OF COURSE, I THINK WHEN (BEFORE) I DRAW A PICTURE.'
너 귀찮지 마, 죽이 버리기 전에. 'DON'T BOTHER ME, BEFORE I KILL (PUNISH) YOU.'
미국 말로 못 쓰면 한국 말로 써. 'IF YOU CANNOT WRITE IT IN ENGLISH WRITE IT IN KOREAN.'
예는 뭐 잘난것처럼 지가 뭐든지 다 잘났대요. 'AS IF HE WERE TRULY COMPETENT, HE BRAGS ABOUT HIMSELF.'
내가 너무나 기분이 좋아서 배꼽이 다 웃는구나. 'I FEEL SO GOOD THAT EVEN MY BELLY BOTTON LAUGHS.'

5.1.4 Summary

JA acquired most basic simple declarative sentence patterns in English and their negative, imperative, and interrogative counterparts. Although the sentence length was rather short, hardly exceeding five words, most major sentence constituents were in place in an appropriate order. However, with the exception of some frequently used irregular forms, such as irregular past tense and personal pronouns, the use of noun and verb inflections and some other grammatical morphemes was extremely unstable. JA's Korean seemed to be at the level expected of a child of his age. JA used utterances in mixed language very often, the most common type being the Korean sentence with an English noun insertion.

Table 8 presents a summary of data given in the three preceding sections.

Table 8. Summary Table (JA)

CHARACTERISTICS	COMMENT*
(1) DATA COLLECTION	
Date, duration & place	5/19/81, 90 minutes, classroom (language arts)
(2) PERSONAL	
Age	9;8
Months in US	11
Months in US school	8
(3) ENGLISH	
MLU & Brown's Stage	3.20, Stage III
Article 'a'	4/14
Article 'the'	8/14
Possessive '-'s'	1/4
Plural '-s' or '-es'	2/4
Preposition	to, in, around, at, with
Copula 'be'	23/27
Auxiliary 'be'	6/18
Progressive '-ing'	3/4
3rd person verb '-s' or '-es'	1/2
Past tense '-ed' & irreg.	Regular (0/0), irregular (8/9)
Modal auxuliary	can, may, could, will
Semi-modal	gonna, wanna, gotta, have to
Connector	and, because, if, so
Omission	Subject omission (3), object omission (4)
Question	(be, do, can, may, will) + Subject; what, which, where, how
Negation	(be, do, can, will) + not
Imperative	V, Be, Don't
Complex sentence	(said, think, know) + noun clause
(4) MIXED LANGUAGE	
Proportion of speech turns	English (53%), Korean (30%), Mixed (17%)
Kor. utter. with Eng. nouns	51%
" with other Eng. words	20% (verb, 4%; adjective, 4%; others, 12%)
" with Eng. clause	1%
Eng. utter. with Kor. word	14%
" with Kor. clause	5%
Neutral utterances	8%
(5) KOREAN	
Morphophonology	No error observed
Non-standard lexical form	Still uses some forms with trace of baby talk.
Particle & postposition	No error observed
Verb affix	No error observed
Connector	Uses various conjunctive affixes with temporal, conditional meanings
Complex sentence	Freely used
Word order	No error observed
Honorifics	No error observed

*Slash: Number of correct uses/number of obligatory contexts.

5.2 AN (1st grade girl from Family LA1)

The following speech data are from a three-hour tape-recorded session of classroom activities in which AN took part. The recording represents nearly an entire school day, excluding only the two recesses which totaled about 50 minutes. In the first two-thirds of the recording session, the children were engaged in reading and language arts; the rest of the session was spent on math. AN seemed to be extremely quiet in the classroom.

5.2.1 English

Structure	Correct Use	Errors
Definite Article	I found the one.	(none)
Plural	How many syllables are in 'magazine'?	(none)
Preposition	How many syllables are in 'magazine'? And I go like this. Look at Aesoo. She is making fun of me.	(none)
Copula	I'm finished. I'm ready everything. How many syllables are in 'magazine'? It's mine. Where is my . . .? That's '0.' That's my funnys paper. That's yours.	I'm not gonna (be) your friend.
Auxiliary 'be'	I'm not gonna your friend. Because they are making fun . . . She is making fun of me.	(none)
Progressive	Because they are making fun . . . She is making fun of me.	(none)
3rd Person	(none)	She say(s), "yes." Tambora . . . want(s) some fighting.

Past Tense	I told you. I found the one. I gave them.	Finish(ed). Finish(ed) all. I don't (=didn't) even say it.
Modal Auxiliary	Can I pass? Can I read your book?	(none)
Semi-modal Auxiliary	I'm not gonna your friend.	
Connector	And I go like this. Because they are making fun . . .	Tambora *and want some fighting.
Ellipsis & Omission	Me, too, (I finished it, too.)	Can I pass (my turn)? (I) finish(ed) all. I gave them (to you).
Question	Can I pass? Can I read your book? Where is my . . .? How many syllables are in 'magazine'? How about J.K.?	(none)
Negation	I'm not gonna your friend I don't care. I don't even say it.	(none)
Imperative	Look at Aesop! Let me see.	

5.2.2 Mixed language

(1) Korean utterances with English nouns

- TEACHER 그럼 우리 주어야, 그렇구. 'THEN TEACHER SURELY WILL GIVE IT TO US.'
누가 저기 CRAYON 놓어? 'WHO PUT THE CRAYON OVER THERE?'
재금이가 CRAYON이 막 이렇게. 'JAEGUM PLAYS WITH THE CRAYON LIKE THIS.'
나 이 ㅋㅋMI 쓰는 거 다 알어. 'I KNOW HOW TO USE THE ㅋㅋMI TOOL.'
만지지 마, 니거 FUNNY SCHOOL. 'DON'T TOUCH MINE (MY) FUNNY SCHOOL.'
MATH ㅋㅋMI에 나 같이 와. 'I WILL COME BACK IN THE MATH TIME.'

(2) Korean utterances with other English elements

MISS P, 요거 CHECK 안 했어요. 'MISS P, YOU DIDN'T CHECK THIS.'
OKAY, 그거 HELP 해 주께. 'OKAY, I'LL HELP YOU ON THAT.'
혜성이두 다 FINISH 했어요? 'HAS HEESUNG FINISHED IT ALL?'
제는 RIGHT, RIGHT야. 'HE IS RIGHT, RIGHT.'
저거 나가 달래니까, 저 연필 BLACK? 'SHALL I ASK FOR IT, THAT BLACK PENCIL?'
OH, NO, 이것두 'X' 야? 'OH, NO, IS IT ALSO 'X'
OH, NO. 난 자꾸만 N을 M으로 써. 'OH, NO, I KEEP WRITING 'M' FOR 'N.'
OH, NO, 난 자꾸만 틀려. 'OH, NO, I KEEP MAKING MISTAKES.'
SEE? 이번것게 더 잘 드는데. 'SEE? THIS ONE CUTS BETTER.'
우리는 지금 WALKING을 나 한 번두 안 했어. 'WE HAVEN'T DONE WALKING EVEN ONCE!'

(3) English utterances with other Korean elements

I THINK 제가 그런것 같애. 'I THINK THAT HE DID IT.'

(4) Neutral and others

나 [illegible]. READING TIME. 'I FEEL STUFFY. READING TIME.'

TEACHER, 선생님, 그것... 'TEACHER, TEACHER, IT...'

아앙, GOD. 'OH, GOD.'

그치, SEE? 'RIGHT, SEE?'

저거, TABLE... 'THERE TABLE...'

I KNOW ONE MORE. 세 번째면 인제 다 됐어. 'I KNOW ONE MORE. I WILL BE DONE SOON.'

TWO TIMES SEVEN 은 TWENTY ONE. 'TWO TIMES SEVEN IS TWENTY ONE.'

5.2.3 Korean

(1) Child forms

일르거아.	(일를거야)	'I'LL TELL HER.'
쓸거아.	(쓸거야)	'I'LL USE IT.'
돌아댕기면서	(돌아 다니면서)	'WHILE GOING AROUND'
달래이카	(달라니카)	'WHEN I ASK FOR IT'
거다	(거기에다)	'THERE'
요다	(여기에다)	'HERE'
요게	(요렇게)	'IN THIS MANNER'
그믄	(그러면)	'IF SO'
아줌마	(아주머니)	'AUNTIE'

(2) Inappropriate Epenthesis

웃으지	(웃지)	'TO LAUGH'
웃으는	(웃는)	'LAUGHING'
읽으고	(읽고)	'AFTER READING'

(3) Incorrect morphological forms

Pronouns:

나가	(내가)	'I-S(SUBJECT)'
너가	(네가)	'YOU-S'
나거	(내거 OR 내것)	'MINE'
너거	(네거 OR 네것)	'YOURS'
나거 가위	(내 가위)	'MINE(=MY) SCISSORS'

Progressive:

읽은다	(읽는다)	'READING'

Causative:

입어줘	(입혀줘)	'LET (SOMEONE) DRESSED'

(4) Honorific forms

The addressee honorifics is well developed. There was no occasion requiring the use of subject honorifics.

(5) Complex sentences

그냥 이런거 정하지 말구 너 읽으믄 나 읽을구. 'WITHOUT MAKING ANY RULE, I READ FIRST AND THEN YOU READ NEXT AND SO ON. (IN READING, LET'S TAKE A TURN ONE AFTER ANOTHER WITHOUT MAKING ANY RIGID RULE.)'

이거 만질다가는 일러. 'I WILL TELL THE TEACHER, IF YOU TOUCH THIS.'

너가 그게 좋이만다는 거 어딨어? 'WHERE IS THE ONE YOU SAID YOU LIKE?'

나거 아까번에 한 것두 말랐어. 'THE ONES THAT I GLUED BEFORE DRIED UP.'

5.2.4 Summary

AN is an extremely quiet girl, as indicated by the lowest rate of turns per minute (cf. Table 5). The English sentence structures that she used most commonly were limited mainly to the three types: (1) Subject + be + nominative predicate, (2) Subject + V + Object, and (3) Subject + V + locative. Her vocabulary seemed to be also very limited. AN used mixed utterances, about one half of which were Korean sentences with insertions of an English noun or verb. AN's Korean seemed to be rather heavily marked with child forms, both in morphological forms and intonation. AN's inappropriate use of epenthesis and incorrect personal pronoun forms indicates that she still had to perfect some basic morphological skills in Korean. AN would respond consistently in Korean to the interviewer's English questions or request to use English.

Table 9 summarizes the speech data presented in the preceding sections.

Table 9. Summary Table (AN)

CHARACTERISTICS	COMMENT*
(1) DATA COLLECTION	
Date, duration & place	5/21/81, 180 minutes, classroom
(2) PERSONAL	
Age	7;2
Months in US	11
Months in US school	8
(3) ENGLISH	
MLU & Brown's Stage	2.40, Stage II
Article 'a'	0/0
Article 'the'	1/1
Possessive '-'s'	0/0
Plural '-s' or '-es'	1/1
Preposition	in, at, of, like
Copula 'be'	8/9
Auxiliary 'be'	3/3
Progressive '-ing'	2/2
3rd person verb '-s' or '-es'	0/2
Past tense '-ed' & irreg.	Regular (0/2), irregular (4/4)
Modal auxuliary	can
Semi-modal	gonna
Connector	and, because
Omission	Subject omission (1), object omission (1)
Question	can I, where, how, how about
Negation	'm not gonna, don't
Imperative	look at ... let me see.
Complex sentence	No occurrence
(4) MIXED LANGUAGE	
Proportion of speech turns	English (44%), Korean (40%), Mixed (16%)
Kor. utter. with Eng. nouns	33%
" with other Eng. words	38% (verb, 17%; adj, 8%; others, 13%)
" with Eng. clause	0%
Eng. utter. with Kor. word	0%
" with Kor. clause	4%
Neutral utterances	25%
(5) KOREAN	
Morphophonology	Incorrect epenthesis, incorrect personal pronoun forms
Non-standard lexical form	Baby talk forms frequent
Particle & postposition	No error observed
Verb affix	Wrong causative and progressive infixes
Connector	Uses various conjunctive affixes
Complex sentence	Freely used. One adjectival clause observed.
Word order	No error observed
Honorifics	Addressee honorifics well-developed, no occurrence of subject hon.

*Slash: Number of correct uses/number of obligatory context.

5.3 CG (1st grade boy from Family LA2)

When the first recording was made shortly before the summer vacation, CG was with the group of four NES Korean/English students. Since all the students in the group including CG had been in the U.S. less than six months, conversation among themselves was almost exclusively in Korean. During the 40 minute session, the group was doing math work. While they were doing problems in the math workbook, their conversation alternated frequently between math and other topics. The following is an exhaustive list of CG's utterance in English and mixed language.

5.3.1 English and mixed language

Okay	Number one.
Yellow.	Just minus.
um-uhm. (yes)	My friend, too bad.
No.	Oh, no.
Radio	Your bible.
mine. Yours is . . .	Funny day.
One ghost.	And your . . .
Whole (=all) together	Children
How about Tamoo?	Dragon
Oh, my God.	Easy

THANK, 고맙습니다. ANDRE CHAN. 'THANK YOU, ANDRE CHAN.'
YOU KNOW...못해 너? 'YOU KNOW...CAN'T YOU DO IT?'
WHAT'S...내가 걔 뭐 줘? 'WHAT'S...MAY I GIVE IT TO THEM?'
I PASS 많이 많이. 'I PASSED MANY TIMES.'
WELL...UH...뭔 뭐야... 'WELL...UH...(INCOMPLETE UTTERANCE)'
OH, 그 DUMMY! 'OH, THAT DUMMY!
거기 까지 STOP. 거기 가 봐. 자. 'STOP WHEN YOU GET TO 8.
GO TO 8 NOW.'

5.3.2 Korean

(1) Child forms

나도 OH 나티	(놔아두어)	'LEAVE IT THERE'
일르카아	(이를거야)	'I'LL TELL HER'
하께요	(할게요)	'I'LL DO IT.'
대저	(낙제)	'QUICKLY'
면지	(연지)	'FIRST'
카리	(카지)	'THEN'
과은	(그러은)	'UNTIL'
안 알켜줘	(안 아르켜줘)	'I WON'T TELL YOU.'

(2) Incorrect pronoun forms

너거 (네거) 'YOURS'
너가 (네가) 'YOURS'
너 이름 (네 이름) 'YOUR NAME'

(3) Incorrect negative

안 말해. (말 안해.) 'I WON'T TELL YOU.'

(4) Honorific forms

Addressee honorifics system was well developed. There were two utterances requiring subject honorifics and CG used it correctly only in one utterance.

CORRECT: 저기 우리 아저씨다. 우리 집 맨날 오신다. 'HE IS OUR UNCLE. HE VISITS US VERY OFTEN.'
INCORRECT: 아저씨 어디 갔어요? (가셨어요)? 'WHERE IS UNCLE?'

(5) Inversion of word order

CG used relatively short and often very choppy sentences. Movement of the sentence subject or object after the verb and of the adverbial clause after the verb is frequent.

근데 안 해, 난. 'AND I WON'T DO IT.'
안 조리게 했어, 내가. 'I DID IT QUIETLY.'
가만히 나둬, 이거. 'LEAVE IT HERE.'
너 연필이, 없지. 'YOU HAVE A PENCIL, DON'T YOU?'
맞어, 그렇게 해 거. 'IT IS RIGHT TO DO IT THAT WAY.'
나두 옛날에 그렇게 했다, 걸 왔을 때. 'I ALSO DID IT THAT WAY WHEN I CAME HERE LONG TIME AGO.'
네가 선생님한테 물어봐라, 몰르면. 'ASK TEACHER, IF YOU DON'T KNOW.'

(6) Complex sentence

너 이름 보구 해야 돼. 'YOU HAVE TO DO IT AFTER YOU CHECK THE NAME.'
너가 선생님한테 물어봐라, 몰르면. 'ASK TEACHER, IF YOU DON'T KNOW.'
너무 오래하니까 그렇지. 'IT IS SO, BECAUSE YOU DID IT TOO LONG.'
내가 여기 있는 그림 알구... 'I KNOW THE PICTURE WHICH IS HERE AND...'

5.3.3 Summary

CG, who was with the NES group in his class when the first observation was made, obviously knew very little English. CG's level of Korean language development seemed to be comparable to AN's in that he still used babytalk forms and morphologically incorrect personal pronoun forms. CG's Korean was also marked with very frequent scramblings of word order, mostly placing a subject after the verb. These incorrect word orderings as well as frequent incomplete utterances indicate that CG's development of Korean was still incomplete.

Table 10 summarizes the speech data presented in the preceding sections.

Table 10. Summary Table (CG)

CHARACTERISTICS	COMMENT*
(1) DATA COLLECTION	
Date, duration & place	6/4/81, 40 minutes, classroom
(2) PERSONAL	
Age	7;3
Months in US	6
Months in US school	6
(3) ENGLISH	
MLU & Brown's Stage	1.38, Stage I
Article 'a'	0/0
Article 'the'	0/0
Possessive '-'s'	0/0
Plural '-s' or '-es'	0/0
Preposition	0/0
Copula 'be'	0/0
Auxiliary 'be'	0/0
Progressive '-ing'	0/0
3rd person verb '-s' or '-es'	0/0
Past tense '-ed' & irreg.	0/0
Modal auxuliary	0/0
Semi-modal	0/0
Connector	0/0
Omission	Not applicable (utterances mostly one word or incomplete sentences)
Question	how about ...
Negation	No occurrence
Imperative	No occurrence
Complex sentence	No occurrence
(4) MIXED LANGUAGE	
Proportion of speech turns	English (5%), Korean (80%), Mixed (15%)
Kor. utter. with Eng. nouns	0%
" with other Eng. words	58% (verb, 29%; others, 29%)
" with Eng. clause	0%
Eng. utter. with Kor. word	0%
" with Kor. clause	0%
Neutral utterances	43%
(5) KOREAN	
Morphophonology	Incorrect personal pronoun forms
Non-standard lexical form	Frequent baby talk forms
Particle & postposition	No error observed
Verb affix	No error observed
Connector	No error observed
Complex sentence	Mostly short but well-formed
Word order	Wrong order of negation morpheme /an/ when used with /hata/ verb
Honorifics	Well-formed addressee honorifics, unstable subject honorifics form

*Slash: Number of correct uses/number of obligatory contexts.

5.4 YJ (prekindergarten girl from Family LA2)

The following description is based on the speech collected in a picture story-telling session in the home setting, which lasted about 20 minutes. The pictures used as stimuli were a few posters from the Basic Inventory of Natural Language (BINL).

5.4.1 English and mixed language

YJ, who is CG's younger sister, was virtually non-English speaking. She did not use any English word in spontaneous speech. An effort to elicit English words was not successful. She did not seem to understand simple English utterances such as 'Tell me the name in English,' 'Could you tell me the name of this?,' 'What is it called in English?,' What is he doing?' etc. The English words and utterances containing an English word that she used were 'duck,' 'pig,' 'school bus 에서 다 밀어요 (they push in the school bus),' 'pig 잡아요(they catch a pig)' and 'icecream 사요(He buys icecream).' She pronounced 'icecream' as 'ahcream,' which is the common pronunciation of this word by young children in Korea.

5.4.2 Korean

(1) Child forms

긍은	(그러면)	'IF SO,'
그걸러요.	(그걸어요.)	'HE DID IT.'
이타 뗏구와.	(이타 데리고 와.)	'BRING HIM HERE LATER.'

(2) Morphological forms

YJ was rather quiet and did not speak much in either language. However, her speech, mostly composed of short simple sentences, is very articulate and relatively flawless in morphological and syntactic forms.

(3) Honorific forms

The addressee honorifics was well developed as exemplified below.

아주잘 사요. 'HE BUYS ICECREAM.'
갖아 없어라구 그래요. 'IT IS GOING TO SINK.'
날 이렇게 했어요. 'HE TOUCHED ME LIKE THIS.'

(4) Complex sentences

나무루 이서 배 만들어갖구 이제 배 타구 어디 가는서... 'THEY MADE A BOAT WITH WOOD, NOW ROW IT AND...'
나 이거 보면서 얘기 할래요. 'I'M GOING TO TELL A STORY WHILE LOOKING AT IT.'
나 숙제하구 오께요. 'I'LL BE BACK WHEN I FINISH THE HOMEWORK.'
제이가 물림 이거 피나죠? 'I BLEED IF AN ANT BITES ME, DON'T I?'
누가 얘기하면 금방 잊어버려요. 'WHEN SOMEONE TELLS A STORY, I FORGET IT IMMEDIATELY.'

5.4.3 Summary

YJ was not able to speak English nor understand it. She seemed to know only the names of a few toys she had in the home. YJ's Korean was as good as or even better than CG's, her older brother. YJ used mostly simple short sentences, but most sentences were complete unlike CG's.

Table 11 summarizes the speech data presented in the preceding sections.

Table 11. Summary Table (YJ)

CHARACTERISTICS	COMMENT*
(1) DATA COLLECTION	
Date, duration & place	7/15/81, 20 minutes, home
(2) PERSONAL	
Age	5;4
Months in US	6
Months in US school	0
(3) ENGLISH	
MLU & Brown's Stage	1.00, Stage I
Article 'a'	0/0
Article 'the'	0/0
Possessive '-'s'	0/0
Plural '-s' or '-es'	0/0
Preposition	0/0
Copula 'be'	0/0
Auxiliary 'be'	0/0
Progressive '-ing'	0/0
3rd person verb '-s' or '-es'	0/0
Past tense '-ed' & irreg.	0/0
Modal auxuliary	0/0
Semi-modal	0/0
Connector	0/0
Omission	Not applicable (All speech samples are one word utterances.)
Question	No occurrence
Negation	No occurrence
Imperative	No occurrence
Complex sentence	No occurrence
(4) MIXED LANGUAGE	
Proportion of speech turns	English (%), Korean (%), Mixed (%) Data inappropriate for this
Kor. utter. with Eng. nouns	100%
" with other Eng. words	0%
" with Eng. clause	0%
Eng. utter. with Kor. word	0%
" with Kor. clause	0%
Neutral utterances	0%
(5) KOREAN	
Morphophonology	No error observed
Non-standard lexical form	A few baby talk forms
Particle & postposition	No error observed
Verb affix	No error observed
Connector	No error observed
Complex sentence	Short but well-formed
Word order	No notable variation
Honorifics	Addressee honorifics forms well-developed

*Slash: Number of correct uses/number of obligatory contexts.

5.5 SE (3rd grade girl from Family SUB1)

The language samples described below are from a recording session of over two and a half hours. The activities included the roll call and flag salute, a class discussion about essays on their father that they had written in the previous class, a book fair in the library and a lunch recess. Nearly 80% of the total 362 speech turns taken by SE were spoken during the one-hour period of the book fair and lunch recess.

5.5.1 English

Structure	Correct Use	Error
Indefinite Article	Is this a sticker? How much is this with a pack?	This is (a) sticker? I don't need (a) ticket. Teacher, I don't need (a) ticket.
Definite	Let's go to the office.	At (the) classroom. At (the) office.
Plural	Seventy cents.	
Preposition	After school At classroom Let's go to the office. At office.	How much is this with (=per) a pack?
Copula	That's not your job. This is sticker? Is this a sticker? How much is this? How much is this with a pack? I forgot what's this name.	(none)
Auxiliary 'be'	I'm listening. We are going to start today.	I mean she (is) supposed to . . . change this.
Progressive	I'm listening.	(none)
3rd Person	(none)	She have (=has) . . .

Past Tense	I forgot what's this name. See? I told you. No, Mrs. H. told me to do it. That really did. Yes, I could but Mrs. H. . . .	I forgot what's (=was) this name.
Modal Auxiliary	I can't. See?, I can't. You can't. You can't do it. Yes, I could but Mrs. H. . . .	(none)
Semi-modal Auxiliary	I have to do it. I have to find Mrs. H. You have to read tomorrow.	(none)
Connector	Yes. I could but Mrs. H. . . .	(none)
Ellipsis & Omission	I can't. See? I can't. I could but Mrs. H. . . . You can't.	I have (it).
Question	Do you have this, Antonio? Is this a sticker? (intonation) How much is this? How much is this with a pack? This is sticker? We are going to start today. Okay? How about today?	(none)
Negation	I don't know. I don't need ticket. I don't need my ticket. Teacher, I don't need ticket. You can't. You can't do it. I can't. That's not your job.	(none)
Imperative	Let's go to the office.	(none)
Verb Complement	Mrs. H. told me to do it.	(none)

Complex Sentences	I mean she supposed to change this. I forgot what's this name. I could but Mrs. H. . . .	(none)

5.5.2 Mixed language

(1) Korean utterances with English nouns

책 줘, LIBRARY 책. 'GIVE ME THE BOOK, THE LIBRARY BOOK.'
여기 LIBRARY 갈 때두 여기...'THIS, WHEN I GO TO THE LIBRARY...'
내 동생이 LUNCH PAIL 가지고 갔어요. 'MY SISTER HAS MY LUNCH PAIL.'
쫀 쯤에 SPOON으루 먹는데...'WHEN I WAS EATING WITH A SPOON FIRST,...'
TYPE지 값이야? 'WHAT'S THE PRICE OF TYPEWRITING PAPER?'
이거 NEW ONE두 아니야. 'THIS IS NOT A NEW ONE.'
CLASSROOM에 들어가. 'GET INTO THE CLASSROOM.'
PAGE SEVENTY 내 가지두 안갔다. 'I HAVEN'T REACHED PAGE 72 YET.'

(2) Korean utterances with other English elements

네가 자꾸 나한테 BOTHER 하니까 그랬지. 'BECAUSE YOU KEEP BROTHERING ME.'
나 한테 CHANGE 해 줘. 'PLEASE, PUT THIS ON SOMEBODY ELSE NOW.'
네네 권대로 SHARE 해. 'SHARE THIS FOOD AMONG YOU AND EAT.'
TAPE 하는 거 뭐지? 'WHAT'S THE WORD FOR DOING TAPE?'
PLAY 할 때 지...'WHEN PLAYING, THERE...'
EQUAL 아니구 이게 더 크잖 'NOT EQUAL, BUT THIS IS LARGER, ISN'T IT?'
이주 CORRECT... 'THIS IS CORRECT...'
HERE 할적에 딱 하는 거야. 'WHEN YOU SAY "HERE," YOU JUST DO IT.'
MAYBE, 이게 너 거야. 'MAYBE THIS IS YOURS.'
AFTER 나 LUNCH 다 먹고서. 'AFTER I FINISH MY LUNCH.'
A1 운동장에서 지금 말하는 거예요. 'I'M TALKING AT THE PLAYGROUND NOW.'

(3) English utterances with a Korean element

ㅅㄱㄱ ㅂ. I TOLD YOU . 'SEI, SEI, I TOLD YOU.'

(4) Neutral utterances

LET'S GO TO THE OFFICE AND MRS. H 찾아. 'LET'S GO TO THE OFFICE AND LOOK FOR MRS. H.'

5.5.3 Korean

(1) Child forms

하커아	(할거야)	'I'LL DO IT.'
꾸나커싹서	(혼 날커싹서)	'FEARING THAT HE WOULD BE SCOLDED.'

(2) Non-standard lexical forms

해지?	(하지)	'IT DOES THAT, DOESN'T IT?'
해지구.	(하지구)	'LET'S DO IT.'
안커껄대.	(안거얼대)	'THEY SAY WE DON'T NEED TO DO IT.'

(3) Incorrect lexical forms

같으다	(같다)	'THEY ARE THE SAME.'
이상한다.	(이상하다)	'IT IS STRANGE.'
깨장나면서	(깨장내면)	'IF YOU BREAK IT,...'

(4) Honorific forms

Both addressee and subject honorifics systems were well developed.

녹음이 돼요?	'IS IT BEING RECORDED?'
한번씩까지 해봐요.	'LET THEM TRY IT, TO, PLEASE.'
여동두 해 주세요.	'LET THEM TRY IT, TOO, PLEASE.'

(5) Complex sentences

여기 앉고 싶은데 또 나 옮기믄 내 ORANGE TICKET 받아.
'I LIKE TO SIT HERE, AND IF I MOVE TO SOME OTHER SEAT I WILL GET AN ORANGE TICKET.'
한국 말루 해두 되고 미국 말로 해두 돼.
'YOU MAY SAY IT IN ENGLISH OR YOU MAY SAY IT IN KOREAN.'
자기가 자기 녹음해 듣으믄 이상한다.
'IT'S STRANGE WHEN YOU HEAR YOUR OWN VOICE IN THE RECORDING.'
선생님이 CLASSROOM에 들어가서 해야 돼.
'TEACHER TOLD US TO DO IT WHEN WE GET INTO THE CLASSROOM.'
만약 고장 나믄은 어떻해구 그래?
'WHAT ARE YOU GOING TO DO IF YOU BREAK IT?'

5.5.4 Summary

Although SE's English sentences were mostly simple short sentences, she used a few complex sentences containing a subordinate noun clause. She also used a transitive verb phrase complement construction (i.e., 'Mrs. H. told me to do it.'). Modalities of sentences were expressed appropriately. The use of articles seemed to be unstable. Compared to JA, the third grade subject in L.A., SE used much more Korean than English in the classroom. Like other subjects, the mixed utterances that SE used were mostly Korean sentences with English lexical insertions. In SE's Korean, there was a slight trace of a regional dialect (Kyungsang dialect). Otherwise, her Korean seemed to be up to the level expected for her age. SE naturally and willingly switched languages following the interviewer's language switch or request to switch.

Table 12 summarizes the speech data presented in the preceding sections.

Table 12. Summary Table (SE)

CHARACTERISTICS	COMMENT*
(1) DATA COLLECTION	
Date, duration & place	4/2/81, 160 minutes, classroom
(2) PERSONAL	
Age	9;7
Months in US	11
Months in US school	6
(3) ENGLISH	
MLU & Brown's Stage	2.88, Stage III
Article 'a'	2/5
Article 'the'	1/3
Possessive '-'s'	No occurrence
Plural '-s' or '-es'	No occurrence
Preposition	after, at, to
Copula 'be'	6/6
Auxiliary 'be'	2/3
Progressive '-ing'	1/1
3rd person verb '-s' or '-es'	No occurrence
Past tense '-ed' & irreg.	Irregular (5/5)
Modal auxuliary	can, could
Semi-modal	have to
Connector	but
Omission	Omission of obligatory object (1)
Question	(be, do) + $ubject; how
Negation	(be, do, can) + not
Imperative	let's
Complex sentence	(mean, forgot) + noun clause; coordinate sentence with 'but'
(4) MIXED LANGUAGE	
Proportion of speech turns	English (15%), Korean (63%), Mixed (22%)
Kor. utter. with Eng. nouns	38%
" with other Eng. words	57% (verb, 24%; adj, 10%; others, 19%)
" with Eng. clause	0%
Eng. utter. with Kor. word	5%
" with Kor. clause	0%
Neutral utterances	5%
(5) KOREAN	
Morphophonology	Incorrect epenthesis
Non-standard lexical form	A few baby talk forms, two non-standard lexical forms
Particle & postposition	No error observed
Verb affix	Wrong use of progressive infix
Connector	Various connectors used freely
Complex sentence	Used freely
Word order	No error observed
Honorifics	Both forms of honorifics well-developed

*Slash: Number of correct uses/ number of obligatory contexts.

5.6 SM (1st grade girl from Family SUB1)

The speech data discussed below were collected in the first two consecutive classroom recording sessions of a total of 150 minutes, which were conducted in March and April, 1981. The subject matter taught in the first session was math, and the activities in the second session included reading and lunch recess. Like the other sessions described above, the topics among the children were not restricted to the subject matter but changed swiftly from one to another through the session. SM's questions to the teacher were exclusively in Korean.

5.6.1 English

Structure	Correct Use	Error
Indefinite Article	(none)	This is (a) mike. Mrs. H. said this is (a) mike.
Definite Article	Charles open the . . .	(none)
Plural	Eyes are cute.	Four minute(s).
Preposition	Please come to . . .	(none)
Copula	I'm scared. This is mike. Is that your birthday? Where is my blueslip? Who is this? What's that? Are you soft? Eyes are cute. Mrs. H. said this is mike.	(none)
Past Tense	Mrs. H. said this is mike.	Jiyoung push(ed) me.
Modal Auxiliary	I cannot touch that. Can I play? Can I have that? No, you can't.	(none)
Semi-modal Auxiliary	I have to.	
Ellipsis & Omission	I have to. No, you can't.	Don't take (it).

Question	Is that your birthday?	(none)
	Are you soft?	
	Can I play?	
	Can I have that?	
	Who is this?	
	What's that?	
	Where is my bluelip?	
Negation	Not Miss Chee, Mrs. Chee.	(none)
	Not there, here.	
	Do not say 'here.'	
	Don't take.	
	I don't know.	
	I cannot touch that.	
	No. You can't.	
	Nothing there, nothing!	
Imperative	Wait!	(none)
	Line up.	
	Please come to . . .	
	Charles, open the . . .	
	Don't take.	
	Do not say 'here.'	
	Let me see.	
	Nothing there, nothing! (Don't put anything there!)	
Complex Sentence	Mrs. H. said this is mike.	(none)

5.6.2 Mixed language

(1) Korean utterances with English nouns

ELEVEN O'CLOCK에 왔어. 'HE CAME AT ELEVEN O'CLOCK.'
너 SPOON NUMBER 뭐야? 'WHAT'S THE NUMBER ON YOUR SPOON?'
너 BLUE SLIP 갖고계? 'DO YOU HAVE A BLUE SLIP?'
그리구 ! PAPER 갖구 나구...'WE...WITH THE PAPER,'
근데 나 GREEN 없어요. 'AND I DON'T HAVE GREEN COLOR.'
ORANGE YELLOW 해두 돼? 'CAN I USE ORANGE YELLOW?'
거 머 머 끼지 들어가는 거는 해, 네. 'YOU MAY USE ANY COLOR WHOSE NAME HAS 'RED' IN IT.'
ONE, TWO, THREE, FOUR, PAGE 페이지. 'I'M GOING TO DO ONE, TWO, THREE, FOUR PAGES.'
ORANGE 빌려두 돼? 'MAY I BORROW THE ORANGE COLOR?'
이거 YELLOW 아니니? 'ISN'T THIS YELLOW?'
LEMON YELLOW두 되니? 'MAY I USE LEMON YELLOW?'
그거 BLUE VIOLET야. 'IT IS BLUE VIOLET.'
맞아, PURPLE. 됐지? 'RIGHT, PURPLE. RIGHT?'
THEN SIX에 다가 EIGHT를 써 너. 'THEN PUT EIGHT ON NUMBER SIX.'
그므분 THREE에다가 TWO 써. 'THEN PUT TWO ON NUMBER THREE.'
EIGHT지? 'IT'S EIGHT, ISN'T IT?'
FOUR PAGE 아직까정 안갔어. 'I HAVEN'T DONE FOUR PAGES YET.'
이거 FIVE 보이오? 'DO YOU SEE THIS FIVE?'
너 내일 ORANGE SLIP 가져. 'YOU ARE GOING TO HAVE AN ORANGE SLIP TOMORROW.'
그래두 나 FIRST GRADE 나서 갔으니까. 'ANYWAY, I DID IT WHEN I WAS IN THE FIRST GRADE.'
헌이는 THIRD GRADE 인데. 'HONNEE IS IN THE THIRD GRADE.'
RECESS 없어. 'THERE WOULD BE NO RECESS.'

(2) Korean utterances with other English elements

WAIT, 아직 먹지마. 'WAIT, DON'T EAT YET.'
철경이 너두 PUSH 했어. 'HIJUNG, YOU PUSHED, TOO.'
자꾸 PUSH 해. 'YOU KEEP PUSHING ME!'
나두 LINE UP 해. 'I LINE UP, TOO.'
ALBERT, 자전거 RIDE 할 수 있어? 'ALBERT, CAN YOU RIDE A BIKE?'
ONE PLUS TWO는 THREE지? 'ONE PLUS TWO IS THREE, ISN'T IT?'
ONE PLUS THREE는 THREE지? 'ONE PLUS THREE IS THREE, ISN'T IT?'
ZERO FIVE MINUS XXX이? 'WHAT'S ZERO FIVE MINUS XXX?'
걸꾸 OUT 하는 것두 있군내. 'IT SEEMS THAT SOME GET OUT THIS WAY.'

(3) English utterances with Korean elements

I MEAN 'THRFE' 서.' 'I MEAN THAT YOU WRITE 'THREE.'

5.6.3 Korean

(1) Child forms

[illegible]리어.	(그럴어.)	'I'LL DO IT.'
혼나어얄아.	(혼날어얀 알이야.)	'I SAY YOU'LL BE SCOLDED.'
그믄	(그리믄)	'IF SO...'
요제	(요렇게)	'IN THIS MANNER'
아직찡	(아직까지)	'UNTIL NOW'

(2) Non-standard lexical forms

이렇제 해'	(이렇게 하')	'AFTER DOING THIS'
얘기할 수 일이	(얘기할 수 일이)	'I COULD TELL IT.'
해자.	(하자.)	'LET'S DO IT.'

(3) Inappropriate epenthesis

알아잖아. (알잖아) 'YOU KNOW IT, DON'T YOU?'
같으지? (같지?) 'THEY ARE THE SAME, AREN'T THEY?'

(4) Incorrect form of personal pronoun

SM uses mostly correct pronoun forms. Only one error was observed.

나가. (내가) 'YOU-S'

(5) Honorific forms

The addressee honorifics is well developed. There was no occasion where SM needed to use subject honorifics. Some addressee honorifics are as follows:

선생님, 오늘 우리 그 PAGE 안 하께요? 'TEACHER, DON'T WE DO THAT PAGE TODAY?'
요게 쓰는 거예요? 'DO I WRITE IT THIS WAY?'
아니요. 'NO.'

(6) Complex sentences

내가 오늘 느네집 갔더니 니네 엄마가 니랑만 둘이서만 먹으래.
'WHEN I WENT TO YOUR HOUSE TODAY, YOU MOTHER SAID ONLY YOU AND ME COULD EAT THIS.'
여기 쓸는 거 하다 이런 거 칠용 띄기 하나 거예요?
'WHEN I WRITE THIS, IF THERE IS SUCH A THING, DO I LEAVE A SPACE HERE?'
다른 사람한테 인제 가서 달라면 줄거란 말이야.
'IF YOU GO TO SOMEONE ELSE NOW, HE WOULD GIVE IT TO YOU.'

5.6.4 Summary

SM's English sentences were short and uncomplicated, rarely exceeding four words. Since there were hardly any obligatory contexts for the grammatical morphemes of interest to us, it is difficult to assess her ability to use them. Although SM used English utterances often with classroom peers, she would refuse to use English when asked by the bilingual researcher to switch to English, perhaps due to her lack of confidence in communicating in English. SM's mixed utterances were, like those of other children, mostly Korean sentences with English lexical insertions. Like her older sister (SE), SM has a slight trace of the Kyungsang dialect in her Korean. Otherwise, there was nothing unusual in her Korean and she was perhaps the most verbal when she spoke Korean.

Table 13 summarizes the speech data presented in the preceding sections.

Table 13. Summary Table (SM)

CHARACTERISTICS	COMMENT*
(1) DATA COLLECTION	
Date, duration & place	3/26 & 4/23/81, 150 minutes, classroom
(2) PERSONAL	
Age	7;4
Months in US	11
Months in US school	6
(3) ENGLISH	
MLU & Brown's Stage	2.56, Stage II
Article 'a'	0/2
Article 'the'	0/0
Possessive '-'s'	0/0
Plural '-s' or '-es'	1/2
Preposition	No occurrence
Copula 'be'	9/9
Auxiliary 'be'	0/0
Progressive '-ing'	0/0
3rd person verb '-s' or '-es'	0/0
Past tense '-ed' & irreg.	Irregular (1/1, said)
Modal auxuliary	can
Semi-modal	have to
Connector	No occurrence
Omission	Omission of obligatory object (1)
Question	(be, can) + Subject; who, what, where
Negation	(do, can) + not
Imperative	V, Don't, Let me see
Complex sentence	said + noun clause
(4) MIXED LANGUAGE	
Proportion of speech turns	English (14%), Korean (60%), Mixed (26%)
Kor. utter. with Eng. nouns	69%
" with other Eng. words	28% (verb, 16%; others, 12%)
" with Eng. clause	0%
Eng. utter. with Kor. word	3%
" with Kor. clause	0%
Neutral utterances	0%
(5) KOREAN	
Morphophonology	Incorrect epenthesis, incorrect personal pronoun form
Non-standard lexical form	A few baby talk forms and non-standard forms
Particle & postposition	No error observed
Verb affix	No error observed
Connector	Used appropriate forms when needed
Complex sentence	Used freely
Word order	No error observed
Honorifics	Addressee honorifics well-developed

*Slash: Number of correct uses/number of obligatory contexts.

5.7 KH (1st grade girl from Family SUB2)

The data presented below are from the first two recording sessions (March and April 1981) in the classroom, which totaled 150 minutes. The first session included language arts and lunch recess, and the second session included a math class and a morning recess.

5.7.1 English

Structure	Correct Use	Error
Indefinite Article	(none)	Charles is (a) liar. And he is (a) liar. It's *a funny. It's *a recess.
Definite Article	Oh, I can't get to the . . . I'm gonna get the hamburgers.	I'm not scared (of the) doorman.
Possessive	This is my teacher's.	(none)
Plural	There is half boys and girls. I'm gonna get the hamburgers.	(none)
Preposition	I can't get to the . . . I'm not gonna go with you. Why you playing like that? He said you can play like that.	(none)
Copula	I'm not scared doorman. I'm cold, cold. This is mine. This is my teacher's. Charles is liar . . . And he is liar. It's not mine. That's too easy. It's a funny. It's a recess. It's okay. There is half boys and girls.	(none)

Auxiliary 'be'	I'm gonna get the hamburgers. I'm not gonna go with you. And there he is cutting (into the line). 'Tis working.	Why (are) you playing like that?
Progressive	Why you playing like that? 'Tis working. And there he is cutting.	(none)
Past Tense	Teacher, he said I could play it. He said you can play like that.	He said you can (=could) play like that.
Modal Auxiliary	He said you can play like that. Teacher, he said I could play it. I can't. Oh, I can't get to the . . .	(none)
Semi-Modal Auxiliary	I'm gonna get the hamburgers. No, I'm not gonna go with you. I have to stop here. And I don't wanna play.	(none)
Connector	I don't like this because . . . There is half boys and girls And I don't wanna play. Charles is liar and cuttings, dumb! And he said you can play like that and he's liar and then he is cutting.	(none)
Ellipsis & Omission	I can't.	(none)
Question	Like this, okay?	Why (are) you playin like this?

Negation	I don't like this one because . . . And I don't wanna play. I don't know. I don't do this one. Don't go. Christina, don't tell. Don't do it. I can't. Oh, I can't get to the . . . I'm not gonna get the hamburgers. No, I'm not gonna go with you. I'm not scared doorman. It's not mine.	(none)
Imperative	Come here. Shut up. Don't go. Don't do it.	See it. (=Look at that.)
Complex Sentence	Teacher, he said I could play it. He said you can play like that and he is liar and then he is cutting.	

5.7.2 Mixed language

(1) Korean utterances with English nouns

OTHERS 나 보다 못 그렸어. 'OTHERS DIDN'T DRAW AS WELL AS I.'
선생님이 내 PICTURE 좋댄다. 'TEACHER SAYS SHE LIKES MY PICTURE.'
HIPPOPOTAMUR 이래. 'THEY SAY IT'S A HIPPOPOTAMUS.'
그저께가 MONDAY 였어. 'IT WAS MONDAY THE DAY BEFORE YESTERDAY.'
TUESDAY야 WEDNESDAY야? 'IS IT TUESDAY OR WEDNESDAY?'
나 LUNCH 할 때까지 갖구가두 돼요? 'MAY I CARRY THIS UNTIL LUNCH?'
LUNCH TIME에 가면...'IF I GO DURING THE LUNCH TIME...'
SUN이 이상해. 'THE SUN LOOKS STRANGE.'
이거 MICROPHONE이야. 'THIS IS A MICROPHONE.'
어떤 TEACHER가 이거 끼지 말래요. 'A TEACHER SAID I SHOULD NOT WEAR THIS.'
얘, COPY CATTER PIANUTBUTTER 이네. 'THIS GUY IS ALSO A COPY CATTER PIANUTBUTTER!'
내 TURN인데 자네 TURN 이래잖아. 'IT'S MY TURN BUT SHE SAYS IT IS HER TURN.'
ROOM TIN에서. 'AT ROOM TIN.'
ROOM TWO 에서이 하나두 없네. 'THERE IS NO ONE FROM ROOM TWO.'

(2) Korean utterances with other English elements

바보, CUT THE LINE 한 애야. 'DUMMY, YOU WHO CUT INTO THE LINE!'
'IT'S NOT MINE' 였어요. 'HE SAID, 'IT'S NOT MINE.''

(3) Neutral utterances

새, BLUE BIRD. 'BIRD, BLUE BIRD.'
나 HIPPOPOTAMUS. 'I...HIPPOPOTAMUS...'
COME ON, 내가 커서 갈라구. 'COME ON, I WAS GOING TO TURN IT OFF...'
MRS. H SAID 한 책두 읽대, MRS. H 이. 'MRS. H SAID, THAT MRS. H. SIAD I DIDN'T HAVE TO TAKE IT OFF.'

5.7.3 Korean

(1) Child forms

주루	(이리로)	'IN THIS DIRECTION'
까정, 까징	(까지)	'UNTIL'
먼저	(먼지)	'FIRST'
가커니?	(갈거니?)	'ARE YOU GOING?'
하커야.	(할거야.)	'I'LL DO IT.'
놀아가구나.	(돌아가는구나.)	'OH, IT'S SPINNING.'
아켜.	(아르켜)	'TO TEACH'
그믄	(그러면)	'IF SO...'

(2) Morphological forms

In KH's speech, there was nothing unusual in the form of various grammatical morphemes. All the omissions of particles and postpositions were acceptable.

(3) Honorific forms

The addressee honorifics system was for the most part well developed. The following subject honorifics form was also observed.

MRS. H, 여기와서 CHARLES 좀 혼내 주세요. 'MRS. H, PLEASE COME HERE AND SCOLD CHARLES.'

In another utterance, KH failed to provide an addressee honorifics form.

선생님, 이거 이상한 것 같아? 'TEACHER, DON'T YOU THINK IT IS STRANGE?'

(4) Complex sentences

MRS. H, 여기와서 CHARLES 좀 혼내 주세요. 'MRS. H, PLEASE COME HERE AND SCOLD CHARLES.'
아이들만 놀게 데 주곤서 나 못 놀게 해요. 'HE LETS OTHER KIDS PLAY BUT HE WON'T LET ME PLAY.'
선생님, 손이 시려서 못 쓰겠어요. 'TEACHER, I CANNOT WRITE THIS BECAUSE MY HANDS ARE TOO COLD.'
우리 선생님이 서두 되니까 서두 된다구 그래서. 'OUR TEACHER SAYS WE COULD WRITE THIS BECAUSE WE MAY.'
너 내것 좋나 봐, 봐줘? 'SEE WHETHER MINE IS GOOD. WOULD YOU?

5.7.4 Summary

KH, who was in the same class as SM, was markedly different from SM in some important respects. KH, although not as verbal as SM, was aggressive in using English. She would first try English when the choice was hers and switch to Korean when she was unable to make herself understood in English. In general, with the exception of articles, KH correctly used plural, possessive, and present participle inflections. The mixed utterances were mostly Korean sentences with an English noun (70%). Nothing unusual was observed in her Korean.

Table 14 summarizes the speech data presented in the preceding sections.

Table 14. Summary Table (KH)

CHARACTERISTICS	COMMENT*
(1) DATA COLLECTION	
Date, duration & place	3/26 & 4/23/81, 150 minutes, classroom
(2) PERSONAL	
Age	7;2
Months in US	11
Months in US school	6
(3) ENGLISH	
MLU & Brown's Stage	3.12, Stage III
Article 'a'	0/2
Article 'the'	0/1
Possessive '-'s'	1/1
Plural '-s' or '-es'	3/3
Preposition	with, like
Copula 'be'	12/12
Auxiliary 'be'	4/5
Progressive '-ing'	3/3
3rd person verb '-s' or '-es'	0/0
Past tense '-ed' & irreg.	Irregular (2/3)
Modal auxuliary	can could
Semi-modal	gonna, wanna, have to
Connector	and, because
Omission	No occurrence
Negation	(be, do, can) + not
Imperative	V, Don't
Complex sentence	said + noun clause
(4) MIXED LANGUAGE	
Proportion of speech turns	English (39%), Korean (43%), Mixed (18%)
Kor. utter. with Eng. nouns	70%
" with other Eng. words	0%
" with Eng. clause	10%
Eng. utter. with Kor. word	0%
" with Kor. clause	0%
Neutral utterances	20%
(5) KOREAN	
Morphophonology	No unusual variation
Non-standard lexical form	A few baby talk forms
Particle & postposition	No error observed
Verb affix	Wrong omission of progressive infix
Connector	Uses various conjunctive affixes
Complex sentence	Uses various coordinate and subordinate clauses
Word order	No error observed
Honorifics	Both forms of honorifics developed, one violation of addressee hon.

*Slash: Number of correct uses/number of obligatory contexts.

5.8 JH (pre-k boy from Family SUB2)

The following data were collected in a picture story-telling session in the home setting, which lasted about 20 minutes. The pictures used as stimuli were a few posters from the Basic Inventory of Natural Language (BINL).

5.8.1 English

Structure	Correct Use	Error
Indefinite Article	He make a choo-choo train.	(A) car is broken. This is (a) Korean. He is (a) Korean. He make (a) choo-choo train
Copula	It's Korean. Car is broken. This is Korean. He is Korean.	
Auxiliary	He is take it banana.	No, she (is) taking banana. We (are) working.
Progressive	No, she taking banana. We working.	He is take (=taking) it banana.
3rd Person	(none)	He take(s) banana. He make(s) choo-choo train. He make(s) a choo-choo train.
Ellipsis & Omission	(none)	(She) take (=carries) it banana.
Question	Why not?	(none)
Imperative	Let me see.	(none)

5.8.2 Mixed language

(1) Korean utterances with English nouns

우리가 KOREAN. 'WE KORIANS'
PIG을 왜 잡아? 'WHY DO YOU CUT THE PIG?'
UMBRELLA 만질라구. 'SHE IS GOING TO TOUCH THE UMBRELLA.'
DEER이 왜 놀래? 'WHY IS THE DEER SURPRISED?'
POLICEMAN이 와서 잡아가. 'THE POLICE WILL COME AND ARREST US.'
저기 POLICE 온다. 'THERE A POLICEMAN COMES.'

5.8.3 Korean

(1) Child forms

넘어 지거야. (넘어 질거야.) 'HE'LL FALL DOWN.'
UMBRELLA 만질라구 (만질려고) 'TO TOUCH THE UMBRELLA'

(2) Incorrect morphological forms

죽으구 (죽고) 'DIED AND...'
하는 거 (하는 것) 'CLEANING'
자전거 사루 갈거야. (자전거 사러 갈거야.) 'I WANT TO GO TO BUY A BIKE.'

(3) Inappropriate lexical forms

삼촌, 나 이거 봐봐. (이저씨, OR 삼촌, 나 이거 봐봐요.) 'UNCLE, I WANT TO SEE THIS.'
안경 빼. (안경 벗으세요) 'TAKE OFF YOUR GLASSES.'

(4) Unusual negation

안 울구 싶어서. (울고 싶지 않아서.) 'BECAUSE I DIDN'T WANT TO CRY.'

(5) Honorific forms

Although JH used correct honorific forms occasionally, he frequently did not use them when appropriate.

몰라. (몰라요.) 'I DON'T KNOW.'
응? (네?) 'WHAT OR YES?'
안 울었어. (안 울었어요.) 'I DIDN'T CRY.'
그 사람 도둑놈이야? (그 사람 도둑놈예요?) 'IS HE A THIEF?'

JH however, used subject honorifics form in the following utterance:

저리 가세요. 'MOVE THERE.'

(6) Complex sentences

그래서 내가 니서 막 울었어. 'THEN I CRIED BECAUSE I BLED (ON THE KNEE.)'
자전거 타다 넘어졌어. 'I FELL DOWN WHEN I RODE THE BIKE.'

5.8.4 Summary

JH seemed to have learned some English in the nursey school that he had been attending for nearly two months. However, his vocabulary was extremely limited and he seriously lacked the ability to use the structures productively. His heavy Korean accent in English seemed to show his extremely limited ability in English. JH also appeared to have much to learn in his Korean, including vocabulary, complex syntax, and the honorifics system.

Table 15 summarizes the speech data presented in the preceding sections.

Table 15. Summary Table (JH)

CHARACTERISTICS	COMMENT*
(1) DATA COLLECTION	
Date, duration & place	7/13/81, 20 minutes, home
(2) PERSONAL	
Age	4;10
Months in US	11
Months in US school	2 months in nursery school
(3) ENGLISH	
MLU & Brown's Stage	1.60, Stage I
Article 'a'	1/5
Article 'the'	0/0
Possessive '-'s'	0/0
Plural '-s' or '-es'	0/0
Preposition	0/0
Copula 'be'	4/4
Auxiliary 'be'	1/3
Progressive '-ing'	2/3
3rd person verb '-s' or '-es'	0/3
Past tense '-ed' & irreg.	No occurrence
Modal auxuliary	No occurrence
Semi-modal	No occurrence
Connector	No occurrence
Omission	Omission of obligatory subject (1)
Question	Why not? (only question observed)
Negation	No occurrence
Imperative	Let me see.
Complex sentence	No occurrence
(4) MIXED LANGUAGE	
Proportion of speech turns	English (%), Korean (%), Mixed (%) Data inappropriate for this
Kor. utter. with Eng. nouns	100%
" with other Eng. words	0%
" with Eng. clause	0%
Eng. utter. with Kor. word	0%
" with Kor. clause	0%
Neutral utterances	0%
(5) KOREAN	
Morphophonology	Wrong epenthesis
Non-standard lexical form	A few baby talk forms and lexical items used inappropriately
Particle & postposition	No error observed
Verb affix	No error observed
Connector	Utterances are mostly simple sentences.
Complex sentence	Utterances are mostly simple sentences.
Word order	No error observed
Honorifics	Developed but not used frequently

*Slash: Number of correct uses/number of obligatory contexts.

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